

The University of Chicago

THE ADJUSTMENT PROBLEMS
OF CHINESE GRADUATE STUDENTS
IN AMERICAN UNIVERSITIES

A DISSERTATION SUBMITTED TO THE
FACULTY OF THE DIVINITY SCHOOL
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

DEPARTMENT OF PRACTICAL THEOLOGY

By
TSUNG-KAO YIEH

Private Edition, Distributed by
THE UNIVERSITY OF CHICAGO LIBRARIES
CHICAGO, ILLINOIS
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PREFACE

This study of Chinese graduate students is an outgrowth of personal experiences. After three years of residential work in American graduate schools and the contacts he had with many of his fellow students, the writer asked himself the question: To what extent are the problems arising from the adjustments which the Chinese students have to make in American institutions similar and to what extent different from his own, and, how are they attempting to solve them?

Familiarity with the field of investigation and intimate relations with the contributors to this study have enabled the writer to lift out the most significant difficulties arising and to organize them around four major issues: (1) personal habits and personal problems, (2) social contacts, (3) academic work, and, (4) national and international relations.

Grateful acknowledgment is here accorded to the many Deans, Professors, and Advisers to foreign students of the universities who were interviewed; including, Dr. G. Carl Huber of the University of Michigan, Dr. R. D. Carmichael of the University of Illinois, Dr. R. G. Dukes of Purdue University, Dr. George H. Betts of Northwestern University, and Dr. W. H. Kilpatrick, Dr. Harold Rugg, Dr. John L. Childs, Dr. Adelaide T. Case, of Teachers College, Columbia University. For suggestions in using the standardized tests, the writer would express his thanks to Dr. L. L. Thurstone, Dr. Frank N. Freeman and Dr. A. J. Brumbaugh. He is especially indebted to Dr. E. J. Chave and Professor W. C. Bower (his adviser) who have given much of their time to the reading and criticizing of the manuscript. He is also under obligation to the many Chinese graduate students who so cordially and helpfully contributed to the data collected.



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CHAPTER I

THE PURPOSE AND METHOD OF THE STUDY

The history of Chinese students in America begins with 1872 when Yung Wing, Commissioner of Chinese education, initiated a program of sending students abroad. The initial proposal was to send the students of 12 to 14 years of age to study in America for a period of 15 years so that they would be adequately and thoroughly educated for the public services of China. A wholesale and malignant opposition was expressed immediately by the nation because it was contended that these youngsters would change from their own language, customs, and moral standards while in a foreign environment. To many people such opposition was intensified by the Chinese proverb that "He who stays near vermillion will be reddened, who near ink, blackened." But Commissioner Yung Wing appealed to the nation in the following address:

My elders and juniors: Having all of us seen how incapable our old civilization of Ethics and Confucianism has been of standing the onslaughts of the Occidental material civilization, I, one of you and for years having studied the ins and outs of the latter, venture to suggest that you let me take some of your boys to the Occident to study. Far be it from me to desire to turn your boys into foreign youths; it is but a measure of imperious necessity for China; all I aim to accomplish is to get our people qualified so that, externally, we shall in the near future be a match for the Occident and able to have with it our tit for tat. You can have my assurances that your boys will not be suffered to lose their roots.¹

In response to this striking opposition, a need was felt in the beginning for educational guidance for the students with respect to their adjustment problems. Therefore

¹ *The Handbook of the Chinese Students in U. S. A.*, p. 23. New York: The Chinese Students Handbook Company, 1932.

Commissioner Chen Lan-pin was appointed to see that the students should keep up their knowledge of Chinese life while in America. Unfortunately, it was found that "Americanization" had set in among those first youngsters who did not live according to their own custom and moral standards as embodied in the Classics. A reactionary movement was instituted on the part of the Chinese government and consequently these students were called back, except for a few of them who were self-supporting or were maintained in America as well as in Europe and Japan by some of the provinces or Chinese provincial governors. The Chinese government did not send a second group of students to America until 1900. After the country had been humbled by the Boxer outbreak in 1900, an urgent need of an educational system was again keenly felt. In 1903 a special commission was appointed by the government to draw up detailed plans for a national public school system. With the establishment of modern schools, the interest in the new learning became more pronounced. The number of Chinese students in America has increased a great deal in recent years, especially since 1909 when the United States government turned the Boxer indemnity into a fund for the education of Chinese students. Furthermore, the provincial administrators select and send students abroad in order to pursue technological courses of study.

The procedure of educating Chinese students abroad has been undergoing a continuous effort to evaluate the results with particular reference to the urgent needs of China, and with reference to the adjustment problems which the students meet in Occidental countries. The Chinese government has attempted to recommend only those who have reached their maturity and who possess a training which will qualify them to enter American gradu-

ate schools. This evidently means two things. First, the Chinese students must become familiar with their own country and appreciate their own culture. Through such a familiarity they will make a better judgment of Western civilization, and select what is desirable in the light of their own culture. In the second place, it means that the students must reduce their cost of education by spending their time wisely and making their work more productive through using more initiative. These historical facts have turned the writer's attention toward an explorative study of the adjustment problems of Chinese graduate students in American universities, particularly four middle-western universities.

Survey of the Field

Research studies have yielded a fund of information regarding the Chinese students in America. There is, however, a noticeable lack of information relative to the areas of experience in which they must face adjustment problems.

In 1909 Professor Fryer of the University of California prepared a bulletin to show the character of the entrance requirements of a number of typical institutions and the special features offered to Chinese students by certain of the higher educational institutions in the different states.¹ References to Chinese students in America were also listed, but these did not touch upon their adjustment problems.

In 1915 Dr. S. P. Capen prepared a bulletin concerning the opportunities for foreign students at colleges and universities in the United States. In this bulletin accurate information was given with reference to the needs of for-

¹John Fryer, *Admission of Chinese Students to American Colleges*, United States Bureau of Education Bulletin No. 2, 1909.

eign students, and specific opportunities offered to them. Such information was centered around the American organization of education; the organization of a typical university; the independent, technical, and professional schools as well as the denominational colleges; the provisions for the higher education of women; the comparison of American and foreign institutions; the living conditions; the college life; the major centers of higher education; and, the college entrance requirements.¹ Dr. Capen realized the adjustment problems and difficulties that the students from other lands face in America, but he offered no solutions for these problems.

In 1921 the Institute of International Education prepared the first edition of the *Guide Book for Foreign Students in the United States*.² The third edition was published in 1931, and treats the subjects of organization of education, the undergraduate college, postgraduate education, professional education, summer and extra-mural instruction, women's colleges, college life, preliminary preparation for foreign students, foreign student organizations, and living conditions. This book does provide a fund of information for the student in making plans, but it does not treat the specific individual problems which the foreign student meets in various social situations.

Also reported in 1921 was a study made by Dr. Chu, in which he investigated the qualities associated with the success of Chinese students in institutions of higher education in the United States.³ Some of the specific methods used were the judgments of associates, comparison of the

¹ Samuel P. Capen, *Opportunities for Foreign Students at Colleges and Universities in the United States*. United States Bureau of Education Bulletin No. 27, 1915.

² Institute of International Education, *Guide Book for Foreign Students in the United States*. First edition; New York, 1921.

³ Jennings Pinkwei Chu, *Chinese Students in America: Qualities Associated with Their Success*. New York: Teachers College, Columbia University, 1922.

judgments with high school marks, and, with individual records of achievement; the number of years spent in America also operating as a factor. This study, though interesting and suggestive, does not deal with the problems with which the present investigation is concerned.

In 1925 a study by the Commission on Survey of Foreign Students in America was made under the auspices of the Friendly Relations Committees of the Young Men's Christian and the Young Women's Christian Associations.¹ The problems discussed in this survey center around the history of students' migrations, the social and religious backgrounds from which the students come, the influence and careers of students who have returned to their homelands after study abroad, the student's contacts with American life and college, and, the conditions which the students experience in this country and their resultant reactions and attitudes.

As a result of this last survey, a positive suggestion is made that Chinese students should not be allowed to go to America too young. A safe rule for them is considered as involving their planning to enter American institutions as graduate students, rather than as undergraduates. Further, it is suggested that deans of students and religious organizations must give more time to removing race prejudice from social relations, and, that the foreign students should be urged not to worry over "facial" slights and to make allowance for American provincialism. In regard to the financial problems of foreign students, American institutions should not pauperize, but lend assistance to worthy men and women. While this survey has suggested some types of problems for the field of research, it is not a detailed study in itself with reference to a particular

¹ W. Reginald Wheeler (ed.), *The Foreign Student in America*. New York: The Association Press, 1925.

race and nationality in so far as adjustment problems are concerned.

In 1933, the National Students Council of the Y. W. C. A. authorized a survey of the present situation of foreign women students in the United States and of the work being done by the International Student Committee.¹ Dr. Adelaide T. Case of Teachers College, Columbia University was the chairman of the committee of eight members which directed the survey. The study is an attempt to give a general picture of the present situation of foreign women students, as well as an endeavor to appraise the work of the International Student Committee and its method of procedure. In general, this study has defined the problems and revealed the significance of the work carried on by this Committee with foreign students. The central question asked was, "To what extent does this Committee accomplish the most for foreign students?" An answer to such a question would call for an intelligent analysis of the total situation in which each national group of students find adjustment problems.

The principal conclusions are: (1) that the International Student Committee should lay special emphasis on such needs of foreign students as the lack of genuine friendship and understanding on the part of Americans in their relations with foreign students; and (2) the limited opportunity to make informal and significant social contacts with groups of American and phases of American life, as a means of gaining a deeper understanding.

A critical review of the above, and further consideration of other related studies of lesser importance, indicate that there is much need for research as to what the adjustment

¹ National Student Council, Young Women's Christian Association, *A Survey of the Present Situation of Foreign Women Students in the United States*. New York: National Student Council, 1933.

problems of Chinese graduate students are in different leading institutions in this country.

Purpose of the Present Study

The purpose of the present study is three-fold:

(1) To discover the areas of experience in which the Chinese graduate students find difficulty in making adjustments.

(2) To discover the attitudes of Chinese Graduate Students toward American life, and the situations in which adjustments are necessary.

(3) To discover what the Chinese graduate students do with reference to the conditions and situations in which they face difficulties.

Methods and Techniques of Investigation

In order to develop the methods to be used in this investigation, a preliminary exploratory study of the Chinese graduate students in residence at the University of Chicago was made. The instruments employed in this part of the study were:

1. Standardized tests:

Thurstone Personality Schedule, L. L. Thurstone.

Scale on "Attitude Toward God" (Form A); and check list "Definitions of God," E. J. Chave and L. L. Thurstone.

Otis Self-Administering Test of Mental Ability, Form A, Higher Examination.

2. Time-Activity Analysis Blank, published by the Department of Practical Theology, University of Chicago.

3. Instrument for recording life-history, developed by the investigator.

4. Schedule of questions asked of Deans, Advisers to Foreign Students, University Y.M.C.A. Secretaries.

As a means of securing data concerning the academic work of the Chinese graduate students, an analysis of the scholarship records in the files of the universities was employed. The various instruments listed were used with each student in the course of personal interviews.

As a result of this preliminary exploratory study it was found that the Otis Self-Administering Tests of Mental Ability were not adaptable to the Chinese students. This test was given to a total of 27 students in the University of Chicago. Twenty-five of the returns could not be scored because they did not meet the directions or the requirements of the test. The difficulties were two-fold; (1) the test involved language difficulties which could not be overcome in the time limit of either 20 or 30 minutes, and, (2) the unfavorable attitudes on the part of the students, who felt that the test was designed for American students and was unsuited to them.

Following this exploratory study the investigation was extended to include Chinese graduate students in residence at the Universities of Michigan and Illinois, and Purdue University. In this phase of the investigation the Otis Self-Administering Test of Mental Ability was not used. The methods of procedure employed were similar to those used at the University of Chicago, appointments being arranged either by friends of the investigator or by the Dean of Men. Included in this intensive section of the investigation were 90 students, resident among the student-bodies of the University of Chicago, the University of Illinois, the University of Michigan, and Purdue University.

To supplement the data obtained in the investigation of this group of 90 students, additional information was secured by interviewing 35 Chinese graduate students in twelve other colleges and universities. The purpose in ex-

tending the study to this additional group was to discover if there were in existence any substantial differences in the adjustment problems faced by the Chinese graduate students in the four Middle-Western Universities and those in other parts of the United States. A slightly different procedure was used in this phase of the study, in that the testing instruments were not employed and the interest centered on the interviews with the students and with the Deans of the respective Graduate Schools.

The four Middle-western Universities were chosen as the field of intensive study since the enrollment of Chinese graduate students is larger in these institutions; access to them was more easy; and the Chinese graduate students resident in these four universities are considered representative of the total group of Chinese graduate students in the United States.

CHAPTER II

THE BACKGROUND OF THE STUDENTS

An approach to the background of the students makes for an understanding of some of the difficulties that Chinese students face in America. Their racial and social inheritance, which differ widely, increase the possibilities of maladjustments of various kinds. It is the attempt of this chapter to give a picture of the students' ways of selecting American graduate schools, academic interests, length of residence in the United States, age, and, family status. These factors may affect their adjustment problems one way or another.

Distribution in American Institutions

In order to facilitate a better understanding of the Chinese graduate students in American institutions, a short description regarding their selection of institutions seems to be of importance. Through personal conferences and discussion, the writer found that there were many standards used by the students. The general objectives and curricula of institutions were studied from bulletins, catalogues, and particularly through the information secured from friends. Expense seemed to be considered much more than other items. Further, students selected institutions according to the reputation and prestige of faculty members, and some of them reported that they selected institutions in the light of the number of Chinese students enrolled.

Table 1 shows the total number of students interviewed from sixteen institutions. Forty of the 82 students at Michigan were interviewed; 27 of the 32 at Chicago; 14 of the 152 at Columbia University; 13 of the 14 at Illinois; 10 of the 11 at Purdue; 4 of the 7 at Boston University; 3 of the 10 at Washington State College; 3 of the 16 at Pennsylvania University; 2 of the 8 at Northwestern Univer-

sity; 1 of the 2 at Western Reserve University; 1 of the 32 at Harvard University; 1 of the 11 at Yale; and 1 of the 4 at Oberlin College. The total number of Chinese students at the following universities is not reported; but 4 from Cornell University were interviewed, 1 from Washington University, and 1 from the University of Kentucky.

TABLE I

DISTRIBUTION OF 125 STUDENTS INTERVIEWED IN 1932-33

Institutions	Men	Women	Total
*Michigan	32	8	40
*Chicago	25	2	27
Columbia	11	3	14
*Illinois	13	0	13
*Purdue	9	1	10
Cornell	4	0	4
Boston	3	0	3
Washington State College.....	3	0	3
Pennsylvania	3	0	3
Northwestern	1	1	2
Western Reserve	1	0	1
Washington	0	1	1
Harvard	1	0	1
Yale	1	0	1
Oberlin	0	1	1
Kentucky	1	0	1
Total (16 institutions).....	108	17	125

* The 90 students of Michigan, Chicago, Illinois, and Purdue are the ones on which complete data were obtained.

Major Academic Interests of Students

An attempt was made to find the major academic interests of students who were enrolled in the different institutions. Of the 90 students, 17 reported the biological sciences; 2 the humanities; 16 the physical sciences; 35 the social sciences; and 20 the engineering sciences as their field of major interest. In analyzing these divisions of study, together with the number of students in them, one will see in Table II the variety of interests.

TABLE II
DISTRIBUTION OF 90 STUDENTS ACCORDING TO MAJOR
ACADEMIC INTEREST

The Divisions	No. of Students	Total
Divisions of the Social Sciences:		
Political science	16	
Economics	6	
Education	3	
Social service	2	
Sociology	2	
Law	2	
Religious Education	1	
Commerce	1	
History	1	
Anthropology	1	35
Division of the Engineering Sciences:		
Electrical engineering	6	
Chemical engineering	5	
Mechanical engineering	4	
Civil engineering	3	
Aeronautical engineering	1	
Marine engineering	1	20
Division of the Biological Sciences:		
Medicine	5	
Psychology	4	
Physiology	4	
Zoology and Botany	3	
Pharmacy	1	17
Division of the Physical Sciences:		
Chemistry	7	
Physics	6	
Mathematics	2	
Agriculture	1	16
Division of the Humanities:		
Literature	1	
Philosophy	1	2
Grand Total		90

Considered comparatively, 38.9 percent of the 90 students were mainly interested in the social sciences; 22.2 percent in the engineering sciences; 18.9 percent in the biological sciences; 17.8 percent in the physical sciences; and, only 2.2 percent in the humanities.

Length of Residence in America

With reference to the length of residence that these Chinese graduate students have in America, it is shown in Table III that the range is from one to fifteen years. The average length of residence for the group is two and one-half years. It is to be noted that a fairly large proportion of the group have been in residence in American institutions of higher education less than two years, and that a small number of the group have been in residence in America more than six years. That these facts have relationship to the adjustment problems of these Chinese graduate students is shown in further discussion of the areas in which their adjustment problems occur. That these relationships are more definite in certain areas than in others is shown in the development of the data.

TABLE III

DISTRIBUTION OF 90 STUDENTS ACCORDING TO LENGTH OF
RESIDENCE IN AMERICA

Years Spent	Number of Students
One	23
Two	18
Three	16
Four	17
Five	7
Six	2
Seven	1
Ten	2
Thirteen	1
Fourteen	2
Fifteen	1
Total.....	90

Age of the Students

It is desirable to know the age of these students since it may have some reference to their adjustment problems. The range of ages for this group of 90 students is from 20 to 45 years. The average for the group falls within the range 26-27 years. Some evidence of the comparative maturity of these Chinese graduate students is to be found in the fact that practically two-thirds of the group are 26 years of age or older. That these students have come to America with some considerable background of training and experience is indicated by the small number in the group who are less than 21 years of age. It is also important to observe that the proportion of those above 35 years of age is quite small.

TABLE IV

DISTRIBUTION OF 90 STUDENTS ACCORDING TO AGE

Age in years	Number of Students	Percent of Total
20-21	4	4.00
22-23	10	11.00
23-24	0	.00
24-25	19	21.00
25-26	0	.00
26-27	21	24.00
27-28	0	.00
28-29	14	16.00
29-30	0	.00
30-31	9	10.00
31-32	0	.00
32-33	5	6.00
33-34	0	.00
34-35	4	4.00
35-45	4	4.00
Total.....	90	100.00

Family Status and Parental Occupation

That these students come from many different fields of social life is evidenced by the occupational distribution of the parents. The data presented in Table V show this distribution to be rather wide-spread, with a rather definite proportion in the professional or commercial groups. Some suggestion of the pervasive influence of the traditional attitudes of "filial devotion" may be seen in the fact that twenty-eight students did not give their parental occupations, being reluctant in many cases to disclose these facts. In a few cases the parents were deceased, and in a few other cases there was evidently a refusal to report the occupations of the parents because these were not high in social standing.

TABLE V

PARENTAL OCCUPATIONS OF STUDENTS

Occupations	Number of Students	Percent of Total
Merchant	21	23.3
Teacher	17	18.8
Government official	5	6.0
Pastor	4	4.4
Banker	2	2.2
Proprietor	2	2.2
Carpenter	1	1.1
Chemist	1	1.1
Clerk	1	1.1
Doctor	1	1.1
Editor	1	1.1
Engineer	1	1.1
Judge	1	1.1
Official	1	1.1
Restaurant waiter	1	1.1
Not reported	28	31.0
Total.....	90	100.0

Compared to this is a study of parental occupations of 931 Chinese students enrolled in high schools and colleges and representing 1,270 families in China. This study was made by Ava B. Milam and revealed the following classification of parental occupations:¹

- 36.0 percent belonged to the merchant class
- 13.6 percent belonged to the official class
- 13.6 percent belonged to the student and teacher class
- 11.9 percent belonged to the preacher class
- 10.9 percent belonged to the multiple occupations, and specific occupations not classified
- 7.3 percent belonged to the farmer class
- 6.7 percent belonged to the doctor class.

Lewis in a study of twenty-five girls' high schools in China found that the parental occupations of 765 students were as follows:²

- 49.5 percent belonged to the merchant class
- 38.5 percent belonged to the scholar class
- 7.7 percent belonged to the farmer class
- 2.7 percent belonged to the servant class
- 1.4 percent belonged to the artisan class
- 1.0 percent belonged to the military class.

In this present investigation, as already noted, the merchant group ranks 23.3 percent, being the highest proportion from the group of 62 students who gave a definite report on their parental occupations. The next in rank is the teacher group, with 18.8 percent. The groups carpenter, chemist, clerk, doctor, and editor occupy the lowest proportion in the classification.

On the basis of these comparative data, it may be concluded that this group of Chinese graduate students is fairly representative of student populations in China, in

¹ Ava B. Milam, *A Study of the Student Homes in China*, p. 23. New York: Bureau of Publications, Teachers College, Columbia University, 1930.

² Ida Belle Lewis, *The Education of Girls in China*, pp. 45f. New York: Bureau of Publications, Teachers College Columbia University, 1922.

so far as their family status as shown by parental occupation is concerned.

Size of Family from Which Students Come

In Table VI the reports of the students as to the number of living children in their respective families are given. The size of the family varies from one to seventeen persons. The arithmetical average is 3.5 per family.

Of the 90 students, 42 are first-born children. From the various family units, these are distributed as follows: In the 2-child families, 10 of the 14 reported are first-born children; in the 3-child families, 9 of the 20 are first-born children; in the 4-child families, 5 of the 17 are first-born; in the 5-child families, 4 of the 13 are first-born; in the 6-child families, 1 of the 8 is first-born, and the inclusion of those who are the only living child of the family, 12, makes a total of 42 first-born children. The large number, 42 out of 90, who are first-born children reflects the common practice in China of providing for the eldest son the best possible educational opportunity. With reference to the remainder of the group, the large number of students whose parents are in professional or commercial pursuits is to be noted. The presence in American institutions of higher education of children other than the first-born of the family is partially to be explained by the fact that the awarding of government or foundation scholarships under which they come is made on the basis of qualification; and, partially by the fact that both family support and self-support are also involved.

TABLE VI

DISTRIBUTION OF 90 STUDENTS ACCORDING TO NUMBER OF
LIVING CHILDREN PER FAMILY

Number of Living Children per Family	Number of Students in Each Group
One	12
Two	14
Three	20
Four	17
Five	13
Six	8
Seven	1
Eight	1
Nine	2
Ten	1
Seventeen	1
Total.....	90

CHAPTER III

STUDENT CHARACTERISTICS

In the second chapter, data were given relating to the individual and social backgrounds of the students included in this investigation. The discussion to follow will set forth certain characteristics of the group; such as scholarship, time spent in various activities, and emotional tendencies. These data represent responses to the questions asked the students in the interview procedure, from the use of the Thurstone Personality Schedule, and, from the information obtained through the Recorder's Office of the respective institutions.

Scholarship of Students

It is not the endeavor to compare the scholarship of the Chinese students with that of American graduate students, nor to designate the success of the former with reference to the grades received. The analysis gives the indices of the educational status of these 90 Chinese graduate students and some indication of their relation to the adjustment problems of these students.

At the University of Michigan, in the Graduate School, in addition to language, thesis and examinations, residence and course requirements are of primary importance. "To gain such residence a student must complete satisfactorily not less than nine hours of course work in a semester, and not less than six hours in a summer session, with a minimum of twenty-four hours of graduate work for the Master's degree; and must select a department of specialization."¹ The marks used to designate the grades are: "A"-Excellent; "B"-Good; "C"-Fair; "D"-Poor; "I"-Incomplete; and, "X"-Absent from Examination.² Of the

¹ *University of Michigan Official Publications*, Vol. XXXIV, No. 57. Ann Arbor, Michigan, June 9, 1933.

² "Examination Report", Graduate School, University of Michigan, Ann Arbor, Michigan.

total number of 40 students registered at this University and studied in this investigation, the average grade ranking for the academic year 1932-33 was as follows: 34.3 percent received "A" grade; 49.1 percent received "B" grade; 13.6 percent received "C" grade; and only 3 percent received "D" grade.

At the University of Illinois, one year's graduate work in residence is required for the degree of Master of Arts or Master of Science; or, a minimum period of three years for the degree of Doctor of Philosophy, including in all cases theses and examinations.¹ The grades given at the end of each course are indicated by the letters A, B, C, D, and E. These respectively represent the standing of students as "Excellent", "Good", "Fair", "Poor", and "Failure". On the basis of the above standard, of the 13 students studied, the average grade ranking for the academic year 1932-33 was as follows: 8.3 percent received "A" grade; 66.7 percent received "B" grade; and 25 percent received "C" grade.

At Purdue University, degrees are conferred in terms of semester hours of graduate credits.² "At least thirty semester hours of graduate credits, all of which must be done under the direction of members of the Faculty of Purdue University, are required for the Master's degree. An acceptable thesis must also be prepared." The standards of work are stated as follows:

The letter grades applied to undergraduate work are used in connection with graduate study, but no course work will be credited toward either Master's or Doctor's degrees unless the grade is at least as high as "B". A "P" grade may not be raised to credit basis except by repeating the course or by examination; and then only with the approval of the Dean of

¹ *University of Illinois Bulletin*, Vol. XXX, No. 27, pp. 168-71. Urbana, Illinois, 1933.

² *Bulletin of Purdue University*, p. 119. Vol. XXXIII, No. 8. Lafayette, Ind., 1933.

the Graduate School. A grade of "C" or "D" requires that credit can be obtained only by repeating the course.¹

Such letters as are used to designate grades and hours are "H", "A", "B", "P", "C", "D", "I", and "F".² Of the 10 students studied, the average grade ranking for the academic year 1932-33 was as follows: 10.6 percent received "H" grade; 29.5 percent received "A" grade; 34.8 percent received "B" grade; 23.5 percent received "P" grade; .08 percent received "C" grade; and, .08 percent received "D" grade.

At the University of Chicago, degrees are conferred on the basis of fulfilling the requirements which are stated in terms of educational attainments, and are measured by examinations which may be taken by the student whenever he is prepared to take them, at any scheduled period. The rating system used is the three point scale; namely, "S"-Satisfactory; "U"-Unsatisfactory; and, "R"-Reading course without desiring credit. Unlike the grading systems at Purdue, Illinois and Michigan, this rating system does not state the degree of proficiency in a student's academic work. An illustrative statement of requirements is:

Candidates for the degree of Master of Arts in the Department of Education are required to show, by passing a comprehensive examination, knowledge of the fundamental characteristics of the American educational system and acquaintance with the techniques of scientific investigation in the field of education.³

Of the 27 students studied, the average grade ranking for the academic year 1932-33 was as follows: 96.8 percent received "S" grade; and, 3.2 percent received "U" grade.

It is evident that the majority of students were not found to have difficulties in their academic work. Through

¹ *Ibid.*, p. 117.

² *Ibid.*, p. 111.

³ *University of Chicago Announcements*, p. 275, Vol. XXXIII, No. 8. Chicago, 1933.

personal contacts with Deans of Graduate Schools, the writer found that the failures to attain satisfactory scholastic ranking were largely due to physical handicaps, poor preparation of assignments, and, particularly the language difficulties. It was not found that the age of students affected significantly their success or failure in academic work. In other words, the older students (30-45 years of age) could do just as well as the younger students who range from 20 to 29 years of age. This seems to be in line with other investigations connected with adult learning.

In general, teachers of adults of age 25 to 45 should expect them to learn at nearly the same rate and in nearly the same manner as they would have learned the same thing at fifteen to twenty. . . . Age, in itself, is a minor factor in either success or failure. Capacity, interest, energy and time are essentials.¹

With reference to the major academic interests, the findings reveal that 65.6 percent of the students who are above 26 years of age report that there have been no major changes in interest; while 36.4 percent of the students who are 20-25 years of age do shift their interests in various ways. Of this 36.4 percent, 4 percent have shifted from literature to chemistry; 7 percent from social to physical sciences; and, 1 percent from religion to psychology. However, 16.4 percent of the younger students report that they have not changed their interests with reference to academic work, but they have changed in social, voluntary cultural, and recreational activities. A total of 6 percent of the younger students have shifted their interest from international affairs and political problems to participation in social functions.

Thus the findings show that evidently the Chinese graduate students who are above 26 years of age are more sure of their academic interests. There are, however, a

¹E. L. Thorndike *et al.*, *Adult Learning*, pp. 177-179. New York: Macmillan Company, 1928.

few cases showing a change of interest. One student says:

My interests are changing all the time. But I am sure that I have had a definite outlook toward life. I change from the intellectual to the social, from the social to the cultural, and from the cultural to the aesthetic interests. In the last analysis, my intellectual, social, cultural and aesthetic interests will all stay with me.

On the basis of the data obtained through the interviews, it is shown that the students do not generally make any significant changes in their academic interests. The cases that do show changes in academic work indicate that they are made with reference to future careers in most instances. Some changes are the result of the limitations set by the student's capacities, while the others are made in the light of the social conditions and changes in the situation in China which may determine the possibilities of future employment.

In general, the data obtained through the interviews indicate that the beginning graduate students who have just recently entered the Graduate Schools of American institutions face more difficulties in doing their academic work than those who have been in America for more than one year. This is due chiefly to the limitations of preparation and particularly the language difficulties faced by the students. The students who have had better training in English prior to coming to the United States do better work than those who begin their scholastic experience here by spending the initial years securing a knowledge of English.

Analysis of Activities

The "Time-Activity Analysis for College Students" was used to discover how a Chinese graduate student spent his time with reference to his adjustment problems. The results of the investigation in the four universities are here compared.

TABLE VII
AVERAGE TIME SPENT IN DIFFERENT ACTIVITIES

		Av. No. of Hours Per Week
I. Academic Activities		
University of Chicago		
27 students.....		44.0
University of Michigan		
40 students.....		44.5
University of Illinois		
13 students.....		46.8
Purdue University		
10 students.....		45.4
II. Voluntary Cultural and Recreational Activities:		
University of Chicago		
27 students.....		13.8
University of Michigan		
40 students.....		13.9
University of Illinois		
13 students.....		16.6
Purdue University		
10 students.....		9.8
III. Social and Fraternal Activities:		
University of Chicago		
27 students.....		6.5
University of Michigan		
40 students.....		8.4
University of Illinois		
13 students.....		7.0
Purdue University		
10 students.....		7.7

In the analysis of the academic activities it was found that on the average the 10 students at Purdue spent 45.4 hours a week at them; the 13 at Illinois spent 46.8 hours a week; the 40 at Michigan spent 44.5 hours a week; and,

the 27 at Chicago spent 44 hours a week. Activities included in this classification are: class work, study, laboratory work, music lessons, and conferences with instructors regarding course work. The average time given to the academic activities by the 90 students in the four universities is 44.7 hours a week.

The interest of students in voluntary cultural and recreational activities took the form of the reading of newspapers, magazines and books; conversation; participation in athletics; attendance at the theatre and movies; listening to the radio and lectures; sight-seeing; going on picnics; and "day-dreaming." It was found that the 10 students at Purdue spent an average of 9.8 hours a week in such interests; the 13 at Illinois an average of 16.6 hours a week; the 40 at Michigan an average of 13.9 hours a week; and the 27 at Chicago an average of 13.8 hours a week. The whole group of 90 students spent an average of 14 hours a week in the voluntary cultural and recreational activities.

The interest of the students in social and fraternal activities took the form of dating, social calls, and informal social functions. The 10 students at Purdue spent an average of 7.7 hours a week in these activities; the 13 at Illinois an average of 7 hours a week; the 40 at Michigan an average of 8.4 hours a week; and the 27 at Chicago an average of 6.5 hours a week. Of these activities, the informal social functions are regarded as the most important.

The findings of this study also indicate that a small number of students engaged in such activities of college organizations as athletics, music and the class meetings. At Chicago, of the 27 students 7 spent an average of 3.7 hours a week; at Michigan 9 of the 40 students spent an average of 7.8 hours a week; at Illinois 5 of the 13 spent

an average of 3.2 hours a week; and, at Purdue none of the 10 students spent any time in the activities of the college organizations. A total of 21 of the 90 students participated in such activities as here mentioned, spending an average of 5.3 hours a week in them.

In remunerative work, 1 of the 27 students at Chicago spent an average of 10 hours a week; 2 of the 13 students at Illinois spent an average of 14 hours a week; 6 of the 40 students at Michigan spent an average of 10.6 hours a week; and, none of the 10 students at Purdue did any remunerative work. Such activities included manual labor work as student assistants and writing for publications.

In religious activities, 16 of the 40 students at Michigan spent an average of 1.2 hours a week; 3 of the 13 students at Illinois spent an average of 1.7 hours a week; 2 of the 10 students at Purdue spent an average of 1 hour a week; and, 7 of the 27 students at Chicago spent an average of 1.6 hours a week. A total of 28 of the whole group of 90 students spent an average of 1.3 hours a week in religious activities. These data are to be seen as having relationship to problems involving religious and moral interests. These relationships will be discussed more fully in connection with the treatment of such problems.

With respect to changes in the activities of the students, there is shown to be a difference between the students who are below 30 years of age, and those who are above this age. The students who are above 30 years of age do not deny an interest in voluntary cultural and recreational activities, as well as social activities. However, they do manifest their likes, dislikes, and indifferences to some of these particular activities. For example, the older students are more interested in the activities that may be followed largely by the individual, such as sight-seeing, attending the theatre or movies, or playing solitaire. The

younger students adapt themselves easily to the social situations, as a general rule, and shape their living with reference to the changing conditions. There seem to be several reasons for this situation. In the first place, the older students, unlike the younger, do not change readily the habits and customs that have been acquired and established at home. In the second place, the older students have had more limited residence in America; and also report that they are overloaded with research and laboratory work, so that their interest in a variety of activities must be neglected.

As compared with American college students, these Chinese graduate students evidence a greater amount of time spent on the academic activities; less time on such activities as attending the theatre, lectures and concerts; a great deal less time in fraternal and social activities; and, considerably less time in remunerative employment.¹ Each of these conditions is indicated as having relation to the adjustment problems of the Chinese students and discussion of each item will be developed in connection with the particular area of adjustment problems involved.

Emotional Tendencies of Students

The Thurstone Personality Schedule was used to obtain an index of the emotional tendencies of the 90 students. In the exploratory phase of the investigation, that involving the 27 students at the University of Chicago, the method of scoring this instrument was revised in the light of the cultural background and personality traits of the Chinese students. The 223 questions in the Schedule were examined and the scoring made in view of the mode of response

¹ Faculty Student Committee on Distribution of Student's Time, *Report of the Faculty Student Committee on Distribution of Student's Time*, pp. 11, 23, 41 f., 70. Chicago: University of Chicago, Press, January 1925.

which would be diagnostic of emotional tendencies among Chinese students. These results were checked and compared with those of the authors of the instrument. In this comparison it was found that the method of scoring developed by the writer gave substantially the same results as when the responses of the Chinese graduate students were scored according to the directions given by the authors of the test and the method of scoring employed by them. Hence, in the further development of the investigation, the method of scoring used by the authors of the instrument was employed. The distribution of scores for the entire group of 90 Chinese graduate students, according to the scoring method set forth in the directions for using the instrument are as follows:

TABLE VIII

FREQUENCY DISTRIBUTION FOR THE PERSONALITY SCHEDULE

Schedule Score	Number of Students
0— 9	8
10— 19	10
20— 29	12
30— 39	15
40— 49	20
50— 59	8
60— 69	5
70— 79	8
80— 89	2
90— 99	1
100—109	1
Total.....	90

The mean of this distribution is 40.56 and the standard deviation of the scores which range from 0 to 109 is 22.50. According to the norms set forth in the published directions for administering the Personality Schedule, of the whole group of 90 students, 14.4 percent were extremely

well adjusted (Group A); 18 percent were well adjusted (Group B); 48.8 percent showed average adjustment (Group C); 14.4 percent were emotionally maladjusted (Group D); and 4.4 percent were indicated as in need of psychiatric advice (Group E). It is important to note that the distribution of scores in this group of Chinese graduate students follow very closely the curve of distribution given in the published reports concerning this instrument as representing the scores of American college students.¹

However, there were certain differences between the responses of the Chinese students and those of the American students which should be recognized. The authors of the Personality Schedule have listed 42 questions which are shown to be highly diagnostic of neurotic tendency, being the questions to which responses indicating maladjustment were made by those in the groups "D" and "E". These questions are as follows:

Do you get stage fright?

Do you have difficulty in starting a conversation with a stranger?

Do you worry too long over the humiliating experiences?

Do you often feel lonesome, even when you are with people?

Do you consider yourself a rather nervous person?

Are your feelings easily hurt?

Do you keep in the background on social occasions?

Do ideas often run through your head so that you cannot sleep?

Are you frequently burdened by a sense of remorse?

Do you worry over possible misfortunes?

Do your feelings alternate between happiness and sadness without apparent reason?

Are you troubled with shyness?

Do you day-dream frequently?

Have you ever had spells of dizziness?

Do you get discouraged easily?

¹L. L. and T. G. Thurstone, "A Neurotic Inventory", *Journal of Social Psychology*, I, No. 1 (1930), 22-23.

- Do your interests change quickly?
- Are you easily moved to tears?
- Does it bother you to have people watch you at work, even when you do it well?
- Can you stand criticism without feeling hurt?
- Do you have difficulty in making friends?
- Are you troubled with the idea that people are watching you on the street?
- Does your mind often wander badly so that you lose track of what you are doing?
- Have you ever been depressed because of low marks in school?
- Are you touchy on various subjects?
- Do you frequently feel grouchy?
- Do you feel self-conscious when you recite in class?
- Do you often feel just miserable?
- Does some particular useless thought keep coming into your mind to bother you?
- Do you hesitate to volunteer in a class recitation?
- Are you frequently in low spirits?
- Do you often experience periods of loneliness?
- Do you often feel self-conscious in the presence of superiors?
- Do you lack self-confidence?
- Do you find it difficult to speak in public?
- Do you often feel self-conscious because of your personal appearance?
- If you see an accident are you quick to take an active part in giving help?
- Do you feel that you must do a thing over several times before you leave it?
- Are you troubled with feelings of inferiority?
- Do you often find that you cannot make up your mind until the time for action has passed?
- Do you have ups and downs in mood without apparent cause?
- Are you in general self-confident about your abilities?

Out of the total list of the above 42 differentiating questions, the findings of this study would indicate that 13 of them are diagnostic of maladjustments with the Chinese students.

Do you have difficulty in starting conversation with a stranger?

Do you worry too long over humiliating experiences?

Are your feelings easily hurt?

Do ideas often run through your head so that you cannot sleep?

Are you frequently burdened by a sense of remorse?

Do you get discouraged easily?

Can you stand criticism without feeling hurt?

Do you have difficulty in making friends?

Are you touchy on various subjects?

Do you feel self-conscious when you recite in class?

Does some particular useless thought keep coming into your mind to bother you?

Do you hesitate to volunteer in a class recitation?

Do you often experience periods of loneliness?

Likewise the findings show that the following 15 questions are diagnostic in the responses of the Chinese students, but they do not appear in the list of mal-adjusted questions for the American students:

Do you usually control your temper?

Do you lose your temper quickly?

Does it upset you to lose in a competitive game?

Do you get discouraged easily?

Does criticism disturb you?

Do you ever have a queer feeling as if you were not your old self?

Do you feel that life is a great burden?

Do you find it necessary to watch your health carefully?

Can you stand disgusting smells?

Do you prefer participation in competitive intellectual amusements to athletic games?

Have you found books more interesting than people?

Do you usually get turned around in new places?

Do you have great difficulty in finding your way around in the dark?

Do you have the habit of leaving a lot of tasks unfinished?

Do you get tired of work easily?

There were also six questions out of the 223 in the instrument, those dealing with the family and family situations, which were not treated seriously by the Chinese

students. The general attitude was one of indifference toward such questions. This situation reflects the cultural background of these students, with its emphasis on "filial devotion" as a virtue, and the consequent reluctance of the Chinese students to respond to questions concerning family status or conditions. The questions are:

Were your parents happily married?

Do you love your mother more than your father?

Have your relationships with your mother always been pleasant?

Do you love your father more than your mother?

Have your relationships with your father always been pleasant?

Do you occasionally have conflicting moods of love and hate for members of your family?

It is suggested by the authors of the Personality Schedule that, "the fundamental characteristic of the neurotic personality is an imagination that fails to express itself effectively on external social reality."¹ In comparing the emotional tendencies of the Chinese graduate students with those of the American students, as indicated by their responses to this schedule, it is to be noted that with the Chinese students social and emotional expression is largely inhibited. The influences of the differences in cultural heritage and language, as well as the feeling of isolation and strangeness in surroundings in the United States, are most probably quite prominent factors in producing such a situation.

¹ L. L. and T. G. Thurstone, *op. cit.*, pp. 22 f.

CHAPTER IV

THE AREAS OF ADJUSTMENT PROBLEMS

The data obtained on the 90 Chinese graduate students reveal seventeen areas of adjustment problems. In Table IX these areas are grouped under four major divisions. In each division the areas are listed in the order of the number of cases reported in each year of adjustment problems.

TABLE IX

DIVISIONAL ORDER OF ADJUSTMENT PROBLEMS

Problem Areas	Cases Reported
Adjustment difficulties arising from personal habits and personal problems:	
1. Financial conditions.....	89
2. Moral and religious interests.....	41
3. Homesickness and loneliness.....	81
4. Health conditions	71
5. Boarding conditions	86
6. Rooming conditions	65
7. Vocational opportunities and problems..	41
Adjustment difficulties in social relations:	
8. Contacts with persons outside the university	81
9. Social and recreational contacts.....	79
10. Contacts with American students.....	77
11. Contacts with professors.....	30
12. Contacts with Chinese students.....	32
13. Marriage problems	16
Adjustment difficulties in academic work:	
14. Educational problems	88
15. Administrative regulations.....	53
Adjustment difficulties with respect to National and International relations:	
16. Sino-Japanese conflicts.....	90
17. Immigration Law.....	36

As indicated in the table, these 90 students report a variety of adjustment problems, distributed among the seven-

teen areas of experience listed. In a study of college Freshmen in a denominational college, Emme discovered a total of 5,959 adjustment problems among a group of 73 students; the problems being distributed through nineteen areas of experience.¹ With this group of American college students the character of the problems and the order of frequency in which they appear is markedly different from that existing in the group of Chinese graduate students with which this study is concerned.

While with the group of American college Freshmen the most frequent problems were, in the order named; those involving courses, religion, relations with teacher, and, economic conditions; those of the Chinese graduate students which were most frequent were; reactions to the Sino-Japanese conflict, economic conditions, religious and moral problems, and, social contacts with persons outside the university group.

There is some suggestion in the differences in frequency of particular types of problems which suggest that with the Chinese graduate students adjustment problems arising during their residence in American higher institutions of learning are related to differences in language and cultural heritage. The particular problems involved are listed in Table IX and discussed in the following pages.

Area I.—Problems Involving Financial Conditions

While the problems arising out of the Sino-Japanese conflict were reported by the largest number of cases, those having to do with financial conditions seemed to be the most intense. Such problems were reported in various connections during the course of the interviews a total of 207 times; the individual problems ranging over a rather wide distribution within the area.

¹ E. E. Emme, "The Adjustment Problems of College Freshmen in a Church College," p. 33. Ph. D. Dissertation, University of Chicago, 1932.

TABLE X

PROBLEMS INVOLVING FINANCIAL CONDITIONS

Types of Problems	No. of Cases	Totals
Finding Work		
Immigration Law restrictions too stringent..	7	
Employment Offices do not help foreigners..	4	
Difficulty in finding work.....	3	
Difficult to find work I can and will do.....	3	
Low manual labor wage.....	2	19
Relative to School Progress		
Insufficient money to buy books.....	8	
Research work very expensive.....	7	
Insufficient money to publish thesis.....	4	
Spent too much time writing articles for money, limits time for daily assignments..	3	
Saving money by cooking and washing limits study	2	
Work interferes with assignment preparation	1	
Work too irregular to permit continued study	1	26
Relative to Social, Cultural, and Recreational Activities		
No money to attend parties or make dates..	2	
Work limits participation in social life.....	2	
No money to entertain friends.....	1	5
Relative to Health Conditions		
Ill health and medical care very expensive..	3	
Working conditions detrimental to health..	2	5
Relative to Family Conditions		
Delay in receipt of money from parents....	15	
Insufficient money from parents because of property loss in Sino-Japanese troubles..	3	
Responsibility of education brothers and sisters	2	
Worry about obligations to maintain family	1	21
Relative to Scholarships and Fellowships		
Government scholarships funds delayed....	5	
Japanese occupation of Manchuria cuts aid..	3	
Worry about possibility of renewing grants	2	10
Perplexing Problems		
Is it wise for Chinese students to earn part or all of expenses while attending graduate schools?	1	
Is it wise to borrow money for advanced education in America?.....	1	
Should I wait for a favorable rate of exchange before leaving for America?.....	1	3
Total cases in Area I.....		89

The financial problems of Chinese students are quite different in many particulars from those of American students, as the latter are reported in different investigations. With this group of Chinese students the problems involving economic conditions are second in the order of frequency. Such problems ranked fourth in the study of American college Freshmen made by Emme,¹ and appear third in the list of problems reported in the survey of Methodist Episcopal Colleges.²

Not only are financial problems more frequent for the Chinese graduate students, but they are of a different character. The usual problem of obtaining work for self-support is to be found with these as with other students. However, certain peculiar problems also appear. Among these are the acute problem reported as "delay in receipt of money from parents," as well as the problems of delay in receiving government scholarship funds, and, in particular cases, delays due to the Sino-Japanese conflict. Since these are graduate students, the problems related to carrying on research work and the expense of publishing theses are recurrent.

The problems of self-support involve difficulties in securing work that is congenial, of sufficient income, or so scheduled that it can be done in conjunction with the course of study required of a graduate student. With respect to the finding of work, two significant considerations appear in this investigation: (1) employment offices do not seem to offer help to the foreign students; and, (2) the Immigration Law restrictions are such that they discriminate against the foreign student. As a result of interviewing the advisers of students, the situation may be characterized thus:

Under the restriction of the Immigration Law, it is difficult for us to help foreign students to look for the type of work that the American students can do. The

¹ E. E. Emme, *op. cit.*, pp. 33 ff.

² F. W. Reeves and others, *The Liberal Arts College*, p. 389. Chicago: The University of Chicago Press, 1932.

law may not interfere when we give foreign students the type of work that American students could not do, but we have tried our best to create some types of work particularly for the foreign students. For instance, some work related to Chinese literature is asked to be done by professors in the school, or some work related to lectures on China is asked for by a religious association, then we have this done by foreign students.

One of the students has also described this situation when he says,

No one can get by without money in America, particularly the foreign students. When I lack money, I cannot borrow from friends. When I try to look for work, I can not find dependable sources of information concerning the opportunities for work. There is an employment office on the campus, but I find that it usually gives first opportunities to American students. In fact, it is not founded for the foreign students. When I asked the Dean of Men, he said, "Hard to solve as we have few funds available for students from other countries." Sometimes I would like to get work at other places, but the Immigration Office watches me too closely. I cannot have work unless I register in school as a full-time student.

The provisions of the law mentioned by this student cover the conditions under which a foreign student may take employment, and conclude with a very flexible clause, "In no case will a student be permitted to accept employment of a nature to interfere with his full course of studies."¹

The problems involving relationships to academic work in which finances are a problem seem to arise to a large extent out of the status of the Chinese students as graduate students. Research work is expensive for any student, working outside always influences daily preparation, irregular work provides insufficient money to continue studies as they should be, and almost any student is confronted with the expenses of buying books. As mentioned

¹ *Second Amendment of General Order No. 195*, Bureau of Immigration, U. S. Department of Labor, Washington, D. C. June 20, 1933.

previously, the significance of these factors would appear to be in that they contribute to the total situation in which the students find increasing tensions and more difficult problems because of the whole financial situation, rather than any particular part.

While the Chinese students reside in America they are usually eager to see as many different places as is possible. Also, occasional side trips relieve the monotony of their work and study. Among the ninety students, however, only 5 reported insufficient money for social purposes; such as parties, entertaining friends, and trips. From the data at hand it is now possible to determine how significant these five cases reported may be, and so no conclusion can be drawn.

The health of the Chinese students seems to have been fairly good on the whole. But three students report heavy expenses in connection with illness. All students find sickness a handicap financially, but the foreign students seem to have special difficulties and expenses in so far as illness is concerned.

The most significant differences for Chinese students lie in the relation of finances to family conditions at home. Within recent years there have been losses of family property for some students because of Japanese military activities. The Japanese occupation of Manchuria has cut off aids to quite a few students resident in the United States. One of the most significant problems for Chinese students is in the delays frequently incurred in the mail service which brings their money. The following quotations indicate both of the conditions mentioned:

The Japanese occupation of Manchuria has cut off financial aid for my staying in America. I cannot find my way to keep me in school. I have decided to get ready to go home. My parents wrote me that they had left the trouble zone immediately after the loss of their property and the destruction of our home. I do not know where they are now. Our American professors and fellow friends are trying to raise money for my trip to China.

One of the Deans of Men at a State University remarked:

My experience with the problems of adjustment of Chinese graduate students indicates that some students have had difficulties due to checks for tuition and living expenses being delayed in the mail from China. . . . There has been some difficulty at times over the rate of exchange.

Along with delays from home, there are also delays in the arrival of scholarship funds. Then, too, many of the students seem to worry considerably about having fellowships renewed. In these financial problems, the rate of exchange is a very important factor, for some students do not leave China until a favorable rate has been reached; and some families do not find it possible to provide as many American dollars as is necessary for the expenses of the student here. An illustration of the difficulties here is the rapid fluctuation in the rate of exchange, and the amount of the variation. In 1931 the rate was five dollars (\$5) in silver (Mexican) for each one dollar (\$1) in United States currency; in 1934 the rate is three dollars (\$3) in silver (Mexican) for each one dollar (\$1) in United States currency.

These problems are indeed perplexing and tend to intensify other problems of the Chinese graduate students. Because these students are foreigners, and because of conditions at home, the financial troubles may vary in intensity from time to time, but for some of them the money question is always among the leading problems that cause worry and hardship.

Area 2.—Problems Involving Moral and Religious Interests

The problems in this area are distributed over a wide range, and in a number of cases seem to be most acute in their expression. In connection with the discussion of these problems, some recognition is to be made of the religious attitudes of the students, as well as of their religious affiliations.

TABLE XI

PROBLEMS INVOLVING MORAL AND RELIGIOUS INTEREST

Types of Problems	No. of Cases	Totals
Attitudes Toward Religion		
Can a philosophy of life be formulated without religion?	9	
Conflict of religious and scientific ideas.....	5	
Preachers should give their messages through their own personality.....	1	
Change in religious attitudes corresponds with change in living habits since coming to America	1	
Religious concepts have no real meaning....	1	
Christian religion too institutionalized.....	1	
Church is intolerant and conservative.....	1	
Radical thought in religion not agreed with by my associated.....	1	
Contrasting experiences in living minimize my religious interest.....	1	
Isolation in religious life stimulates my interest in books rather than people.....	1	
Philosophical approach to religion minimizes emotional satisfaction in life.....	1	
Desire to prove the reality of God.....	1	24
Chapel Attendance		
Church program not as appealing as other social programs	2	
Do not have time.....	2	
Since church people are not real Christian what difference if I am not one?.....	1	
Why should I attend church when American students do not?.....	1	
Cannot find girls to go with me.....	1	
Do not feel at home when attending chapel..	1	
Do not like to see rich in front pews and the poor in the balcony.....	1	9
Worship		
Worship time is not convenient for me.....	2	
Difficult to find a genuine worship program..	1	
Physical setting not conducive to my own experience in worship.....	1	4
Sermons		
Difficult to hear good speakers.....	2	
Sermons too long.....	1	
Church supported by capitalists—sermons for their ears; socialistic and communistic sermons prohibited	1	4
Total cases in Area 2.....		41

In considering the various religious problems, it would seem to be necessary to recognize two classes of Chinese graduate students, the Christian students and the non-Christian students. The distribution of the 90 students according to their religious affiliation shows approximately one-third of the group are professedly Christian. Table XII also gives evidence of the large number of this group who do not classify themselves with any particular religious sect or organized form of religious expression.

TABLE XII
DISTRIBUTION OF 90 STUDENTS ACCORDING TO
RELIGIOUS AFFILIATION

Type of Religion	Men	Women	Total
Christianity	23	5	28
Buddhism	..	1	1
Confucianism	20	2	22
Not classified	36	3	39
Total.....	79	11	90

On the whole, the Christian students seem to be troubled by religious problems which may be characterized as those pertaining to chapel, sermons, and attendance at worship; as well as those involving attitudes toward such concepts as, the Church and the Idea of God. The non-Christian students are either neutral or indifferent to such problems and did not care to make replies to questions concerning them.

For the Christian students these problems seem arising out of specific social situations in which there are conflicting and contrasting experiences. Two focal points of difficulty emerge as the dominating emphases in this situation. One is that which related to the differences in social and cultural background which make it extremely difficult for the Chinese student to adjust to the situations he finds

in the American college community in so far as religious attitudes and observances are concerned. An illustration of this type of problem is the following characteristic response of a woman Christian student:

When I was in China I had religious interests. I went to church every Sunday and was interested in various religious meetings. My parents, brothers, sisters, relatives and my friends were all with me. My life seemed much happier at that time. Not anything disturbed me, and I had no excessive worries at home. In America, however, the environment is so different. I am a stranger. The people whom I meet do not talk about religion and are not religious in any sense. Sometimes I go to church but I do not feel as if I should be there. The church people are cordial to me, but they do not treat me as one of their group. They simply treat me as a guest.

Much worse than the church is the life in the social circles. Many places I cannot go. Besides this environment, the class work is another barrier to hinder me to participate in religious activities. During week days, I am busy with school work, and during week-ends I like to have recreational activities. But on the whole I do not have a normal experience in living.

The second point around which difficulties appear to revolve is one frequently expressed by the students of this group. For the Christian Chinese student who comes to America there seems to have been built up in many cases an idealization of the religious situation in the United States through contacts with missionaries in China. In a great many cases the experiences of the Chinese student after coming to this country are such that there occur great contrasts between the actual situation found and the idealization that has been built up prior to coming to the United States. To some extent, this, as well as the other points mentioned in this connection are related to racial and cultural differences and the difficulties and discriminations growing out of them. However, that this "gap" between the ideal and the actual is a real one is illustrated

by the following response of a Christian Chinese graduate student:

The whole church is like a lecture hall. There is too much lecturing and too many announcements; too many standings and too much singing; too little time given for self-examination and for meditation. It is unfortunate that the pastor speaks like an advertiser, and does not condition me to respond with the group in seeking the quality of experience in life. It is also unfortunate that the whole group does not have a general attitude of reverence.

That some of the adjustment problems of the Chinese students in this area are related to changes in their attitudes and habits since coming to this country is illustrated by the attitudes they have toward chapel attendance. When they find that the American college students do not attend chapel in any great numbers, they tend to follow the pattern set by the social situation in which they find themselves. In this, they show a great similarity to American college students in similar circumstances.¹ Probably one of the most fruitful sources of difficulty here is the need for time to work, and the use of Sunday for this purpose; allied with the trend toward seeking social and recreational diversion on this day. Differences in language and customs are also the sources of problems arising in this connection. One of the Christian Chinese students reports his experience as follows:

The church people go to church every Sunday. It does not mean that they are religious. Their religion becomes a custom; their church-going a habit. When the church bell rings, they are conditioned to go. When the service starts, they follow through the routine. The church program does not appeal to me as it is foreign to my activity, needs and interests. Sometimes I do not follow their words and the tunes of hymns, and so I simply hear a lot of religious terms inconsistent with modern world views.

¹ D. Katz and F. H. Allport, *Students' Attitudes*, p. 280. Syracuse, New York: The Craftsman Press Inc., 1931.

A point at which there seems to be great similarity between the adjustment problems of Chinese graduate students and those of American college students is that involving the reconstruction of religious attitudes and beliefs.¹ In this respect, however, the most prominent conflict centers around that of the religious and scientific interests. One student relates three stages of his religious experience and thinking:

My religious interest has gone through three stages. During the first stage, I believed in religion but did not know it. I went to church as my parents did. I took everything for granted without questioning. I was rather sentimental about things when I went to the bottom of my religious thought.

After I entered college, my intellectual interest was widened. Then I took a critical attitude toward church practices. I did not go to church because I found that the church program did not attract me, particularly the sermons. Through contacts with people on the campus, I found a better world view and a more logical interpretation about religious principles. So, I was more interested in the intellectual phase of religion. This was my second stage of religious interest.

When I came to America, my religious attitudes changed as my experiences in living changed. Now I am rather indifferent toward religion and have a dominant interest in scientific research.

This quotation indicates that some very interesting changes take place in the life of students who develop a very strong scientific interest. Some of the students have broken away from the conventional conceptions of religion. This is reflected in their attitudes as mentioned previously; lack of interest in institutionalized religion, reactions to intolerance among churches, dissatisfaction with conservatism and meaningless abstractions. The changes in participation since coming to America also seem to lessen the satisfaction with various forms of religious expression.

¹ *Ibid.*, pp. 276, 316. E. E. Emme, *op. cit.*, p. 164.

The non-Christian students do not face these problems. They are, nevertheless, interested in the problem of how they are to develop and organize a philosophy of life. For all the students, this problem seems to be acute. The Christian students attempt to meet it through religious beliefs and identification with a church; the non-Christian students attempt to be intellectual, rational, and very calculating as to how this is to be done, as to how they are to enrich their lives upon a moral basis without religion.

Another approach to the problems in this area is through an analysis of data secured in the investigation regarding the attitudes of these Chinese students toward God, and, their conceptions of God. It will be noted that a number of the problems are so stated that they seem to involve antagonistic or radical reactions, a tendency which is further illuminated by an analysis of the characteristic attitudes toward God and the conceptions of God.

In securing responses regarding these religious attitudes, the scale of "Attitude Toward God" developed by E. J. Chave and L. L. Thurstone of the University of Chicago was employed. This attitude scale states as its purpose the description of the attitudes of students without any implication that one attitude is more correct than another. The distribution of the responses among this group of 90 Chinese graduate students is as follows:

TABLE XIII

INTERPRETATION OF SCORES ON ATTITUDE TOWARD GOD

Scores	Description	No. of Students
0 — 2.9	Strongly atheistic attitude.....	19
3.0— 3.9	Atheistic attitude	15
4.0— 4.9	Disbelief in God.....	10
5.0— 5.9	Neutral, hesitant or agnostic attitude	13
6.0— 6.9	Slightly favorable to the God concept	11
7.0— 7.9	Belief in God.....	18
8.0—11.0	Strongly religious attitude toward God	4
Total.....		90

A person's score is the median scale value of all the statements that he has checked. The classifications are roughly made and are merely suggestive as to the general point of view of those scored in the respective categories. The following table presents the responses of the students to the check-list on "Definitions of God."

TABLE XIV

RESPONSES OF STUDENTS—"DEFINITIONS OF GOD"

Statements		Frequencies
20.	God is a hypothesis to explain the unknowable	36
22.	God is a useless term in modern life.....	33
26.	God is the symbol of the highest values of life	33
27.	God is the eternal problem and quest of mankind	33
13.	God is the creative force of the universe, manifest in law, beauty, truth and moral force..	32
14.	God is the symbol of man's assurance that the universe supports his struggle for the largest social values of humanity.....	30
12.	God is the name given to the underlying, integrating reality of life.....	28
24.	God as a personal force or being in the universe is entirely outside any scientific view of the universe.....	28
15.	God is the personified, interblended life of humanity	24
18.	God is Nature working in natural laws.....	24
25.	God is the supreme integrating personality of our universe, with whom man may have both personal and social relationships by recognition of the underlying laws of life..	23
9.	God is the personality producing force in the world	23
5.	God is the supreme personality and Jesus is his best representative.....	22
17.	God is purposive will in the on-going process of life	22
16.	God is the universal mind working in universal law	21
1.	God is the heavenly Father.....	21
8.	God is the abiding spirit of love in the world..	21
23.	God as a personal, supernatural power is an unreasonable product of imagination.....	21
11.	God is the best hypothesis man has to explain life	20
2.	God is the Creator and Sustainer of the Universe	18
21.	God is a Myth.....	18
19.	God is a name for a wish.....	17
6.	God is the supernatural power that governs all	17
3.	God is the Lord of heaven and earth; almighty, eternal, infinite, perfect.....	16
4.	God is the Trinity.....	13
10.	God is a definite person who answers prayers	9
7.	God is the determiner of destiny.....	8
Total number of responses.....		611

Significant changes in Chinese religious thought did not arise during the period that these students have been in America. The years 1921-26, known as a period of Chinese renaissance, mark the climax of the growth of distrust of religion on the part of most Chinese minds. This was particularly due to the readjustment of the economic and political phases of their national life. These students seem to show the influences of this movement of thought in their sceptical attitudes toward the concept of God. The highest frequency of the distribution is 36; responses to the statement "God is a hypothesis to explain the unknowable." The conservative, pious type of concepts ranked the lowest in order of frequency. Illustrative here are the statements "God is the determiner of destiny" and "God is a definite person to whom one can pray and who answers prayers."

Quite naturally, it is to be expected that students who developed thier conceptions of God against the background of such a cultural situation as here outlined would find difficulties arising when introduced into a situation where difference in conceptions of God arising out of differing cultural patterns was to be found. Points of tension leading to the development of problems of adjustment in the area of religion arise thus from the differing interpretations put upon ethics and religion in the two cultures. Chinese thought has been characterized as more practical than speculative, more ethical than religious.¹ Hence, right behaviour is defined with reference to human relations rather than with reference to the Idea of God. The implications in this situation for the development of such trends as shown in this group of Chinese graduate students are thus rather clear.

¹ W. Reginald Wheeler (ed.), *The Foreign Student in America*, p. 47. New York: Asscoiation Press, 1925.

*Area 3.—Problems Involving Homesickness
and Loneliness*

Re-emphasizing trends that have previously appeared in the analysis are the problems involving homesickness and loneliness. Particularly of significance here are the difference in language and environment, the delays in receiving mail from home, and the feeling of isolation in situations with strange customs and patterns of social relationship.

TABLE XV

PROBLEMS INVOLVING HOMESICKNESS AND LONELINESS

Types of Problems	No. of Cases	Totals
Homesick when I do not hear from parents regularly	19	
Think of parents especially during Christmas and New Year holidays.....	14	
Sensitivity to race prejudice makes me lonely	12	
Homesick when maladjusted in social life...	9	
Strangeness because of contrasting customs and habits	8	
Lack good friends to talk with.....	4	
Insufficient money and heavy work cause homesickness	4	
Usually homesick when ill.....	3	
Feel lonely over week-ends.....	3	
Cannot find sympathetic people when in difficulty	2	
Cannot have chance to see fellow students as often as would like.....	1	
When others are homesick, wonder if I appreciate my parents.....	1	
Lose sleep because of ideas of home.....	1	81
Total number of cases in Area 3...		81

In the investigation of the length of residence of these 90 students in the United States it was found that 41 of

them had been resident in America two years or less (Chapter II). Within the period of the first year of residence, homesickness and loneliness present very acute problems for these students. Such a development may be regarded as a natural result from the changes which have been made. After these first adjustments to new conditions and strange people have been made, to some extent at least, then homesickness and loneliness appear to be a function largely of the social situation. Thus, there may be periods of loneliness which seem to grow out of watching Americans engage in holiday activity; or, it may be caused by not hearing from home regularly, or, from the lack of contact with other Chinese students. Since this appears to be variable, it is very difficult to obtain accurate information as to the intensity or frequency of the problems in this area. Also quite difficult is the endeavor to correlate the problems with the length of time in the United States, although there does seem to be a general trend toward a lessened number of such problems as residence is prolonged.

Again, it is to be noticed that homesickness seems to characterize practically all students at first. However, in the case of the Chinese students, this is intensified by several different conditions. In the students reporting, there were 19 instances in which mail irregularities would bring on homesickness. Then, too, the question of race prejudice seems to play an important part, for this situation prevents the students from carrying on what might be normal social intercourse, and in this way occupy both time and attention. It also sensitizes him to the fact that he is among strangers and a long distance from home.

It is commonly recognized that in America the individual is subjected to a higher rate of mobility than in China. The students coming from Chinese homes have usually

had a large and varied range of intimate family contacts. To come to America means a complete severance of these contacts, and in their place is found a relatively high degree of isolation. When Christmas and New Year holidays come, these activities are reminders to the Chinese student of what is taking place in his family circle at home. Strange customs, strange faces, and strange foods are not conducive to peace of mind during the holiday season.

One of the Chinese students describes his situation as follows:

Homesickness is a natural phenomenon. I think every foreign student has such experiences. Sometimes I do my routine and do not think of it. At other times, I feel very lonely when at socials. I may be worse than anyone else, for I am very serious minded. American students are not usually that way. Their interests and customs are not like ours. Socially, I am disintegrated. I have language difficulty and do not easily get acquainted with them. I am sensitive to noting their indifferent attitude toward me, and hardly find good friends to talk with. It is apparent except for my academic interests, I do not freely make myself at home in social life.

In this quotation there are mentioned many of the situations which develop loneliness and homesickness; race prejudice, language difficulties, lack of congenial friends, differences in interests as well as customs, and, inability to make favorable social contacts upon all occasions. These aspects seem to constitute the significant differences between American and Chinese students.

Area 4.—Problems Involving Health: Physical and Mental

The problems of physical and mental well-being are so intimately connected with other problems of the Chinese students that they cannot be isolated and handled without taking into consideration the whole of their social situa-

tion. There are several outstanding cases, but in general these problems seem to be in the nature of symptoms of underlying difficulties, rather than significant problems in themselves. As such, they are to be seen in connection with the whole range of adjustment problems; especially those which are shown to be either intense or acute.

TABLE XVI

PROBLEMS INVOLVING HEALTH: PHYSICAL AND MENTAL

Types of Problems	No. of Cases	Totals
Physical		
Need appropriate exercise.....	24	
Loss of weight.....	18	
Feel tired easily.....	9	
Inadequate physical examination.....	3	
Suffer from lung trouble.....	2	
Suffer from liver trouble.....	1	57
Mental		
Concerned too much about finances.....	9	
Worry about degrees.....	2	
Worry about parental old age.....	1	
Worry about health of wife and child.....	1	
Worry about brothers and sisters who give my parents much trouble.....	1	14
Total cases in Area 4.....		71

The problems of physical and mental well-being are so intimately connected with other problems of the Chinese students that they must be seen in adequate perspective. The question of under-weight seems to be such a problem, and is one that appears frequently. But, just what under-weight may be for a Chinese student is an open question. With respect to this and the physical examination, one of the students reports as follows:

All students on entering the University for the first time are required to pass a medical and physical ex-

amination. It is a good idea, but I feel that the examinations are usually inadequate. The doctors examine hundreds of students during registration week and do not pay much attention to any. Many things are guessed at or taken for granted. The medical and physical examination is just a "flop."

It does much more harm to me rather than good when the doctor merely says that I am underweight when compared with American students. If he discovered an average weight from a sampling of Chinese students and uses it as a standard for other Chinese students, he would certainly not discourage me so much.

On this point, the statement of the Medical Examiner of the Student Health Service, University of Chicago is most illuminating:

It is my impression that Chinese students are less tall and weigh less on the average than do entering students from various parts of the United States. In general it may be said that underweight students of all races are statistically at a slight disadvantage compared to normal or over-weight students with respect to certain infectious diseases, especially tuberculosis. This statement is based on life insurance actuarial experience.

It is my impression that the incidence of tuberculosis among Chinese students of this institution is slightly higher than among the total student body. This statement, and the first one made, are impressions not based on an actual study of figures.

Search of the files of the Library of the University of Chicago revealed no significant study which presented data as to the comparative weights and standards for weights of foreign students as compared with American students, or, particularly for Chinese students as compared with American students. From the statement of the Medical Examiner, of various Deans and Advisers, and, from the students themselves, it would seem that there is a tendency toward under-weight on the part of Chinese students in American institutions of higher education. In view of the

implications of such a condition, it may be seen that this situation is quite naturally productive of problems in the endeavor of the Chinese student to adjust to his situation.

The underlying causes of this condition of under-weight, so prevalent among Chinese students, are to be found in a variety of situations. Perhaps one of the most frequently noticed, even by the students themselves as shown by their responses, is the lack of appropriate exercise. The report of 24 of the 90 students that they definitely feel the lack of proper exercise may be related to some extent to the fact that a majority of the students studied very hard, devoting a great deal of time to academic work, and to the fact that they did not have their work so planned as to give time for exercise. Even more influential in this situation is the social and recreational situation, which will be given further discussion later. Here it may be mentioned that the difficulties of making social contacts and the discriminations operating were in many cases resulting in the difficulty of finding persons with whom games might be played, dances attended, and participation carried on in other activities affording exercise.

The question of mental well-being is, of course, connected with all other problems. Financial worries, anxiety about the conditions at home, health problems of a physical nature, lack of speedy progress in academic work, problems of marriage, future career, race prejudice and discrimination—all these contribute significantly to those cases which show clearly that adjustment is made more difficult by disturbed mental conditions. There is, for example, the student who apparently suffered considerably from worry over the cost of needed medical care, instead of being relieved by its provision:

I need at least \$600 a year in the University. In the last year I had liver trouble and saw the school physician at various times. He discouraged me at times

and it is impossible for me to do my best on my studies. The trouble with me is to have sufficient rest and adequate diet. I have not written to my parents about this for I do not want them to worry about me. Last year I paid the physician about \$60, and I do not plan to see him again because I cannot afford to pay him.

Some of these anxieties seem to be those found commonly among most students, but for the Chinese there are a few differences that would seem to be significant. One of the most outstanding is that connected with China's forced de-militarization. Since the Chinese students take a very active interest in the welfare of their country, the Sino-Japanese developments reflect upon the students now resident in America. As pointed out earlier, some have lost their scholarships or fellowships because of the Manchurian situation; others have lost property or business so that the funds for attending school have been either reduced or stopped entirely; others do not know what kind of a future to prepare for because of unstable conditions at home.

Then, too, another difference may be found in the family system of China as compared with that of American students. Because of the type of family organization prevailing in China, the brother feels responsibility for aging parents or for the trouble that may be caused by younger children. By being in school, these obligations are merely worried about because of inability to do anything. Although the family in China may be changing, it is still in a period of conflicting ideals and ideas.

This material suggests that the adjustment problems are all interlocking. Since this investigation is not one designed to specialize upon any one aspect, the question of anxieties or worries would require a much more detailed and penetrating analysis than is possible here if it were

to deal with the elusive but yet important part such factors play in the total adjustment of the student.

Area 5.—Problems Involving Boarding Conditions

Quite closely related to problems of physical health are those involving the conditions under which the Chinese students procure their food. Most probably the occurrence of under-weight among a large number of this group is connected in some ways with the difficulties faced by the Chinese students regarding their diet.

TABLE XVII

PROBLEMS INVOLVING BOARDING CONDITIONS

Types of Problems	No. of Cases	Totals
Prejudices against American food:		
Do not like cheese, mashed potatoes, pork chops, lamb stew, or too much meat served	42	
American food satisfies hunger but not my appetite	27	
Chinese food expensive in the United States		
Tastes in food expensive to satisfy; and Special diets expensive and hard to find	13	
Dormitory requirements do not permit eat- ing outside	3	
Insufficient food served.....	1	86
Total cases in Area 5.....		86

The problem of securing adequate and appetizing food, which bulks large in this area of problems, does not of itself seem to be an outstanding difficulty with this group of Chinese graduate students. However, when seen in connection with certain other situations, it takes on new meaning and becomes most intimately related with problems in other areas. This is particularly true of the con-

nection of this problem with those of physical health and financial or economic conditions.

The chief sources of difficulty are related to differences in national likes and dislikes of foods. In general, it appears that the Chinese students find it possible to satisfy their hunger but not their liking for particular foods, unless they can so arrange as to cook their own foods. Where this is possible on the part of students who live in apartments or who live co-operatively in students quarters, the problems of adjustment seem to be fairly well worked out. In such cases, foods are served which give the students pleasure as well as satisfying their hunger. The cooking program is usually worked out in advance, and where done co-operatively, the duties are usually divided between cooking and marketing.

However, for the most part the Chinese students have their meals in the cafeterias, lunch counters, or restaurants. In some of the university communities, they frequently go habitually to one place and use this opportunity as a social meeting-place. It is among this group of students where the most frequent problems regarding boarding conditions arise. Practically all of the Chinese students do not care for some of the more stable American foods; mashed potatoes, pork chops, lamb stew, and cheese particularly. There are likewise some things that they do not like in the Chinese diet, though these are minor in their occurrence. A characteristic reaction to the difficulties in this area is:

When I came to America the most difficult problem I had was the diet. Next to potatoes and bread, the Americans live on ice cream and salads. Here the vegetables are prepared only in salt and water. On the boat coming over, I was not familiar with the menu, so I had both meat and fish; and I supposed it was a typical American diet to be found anywhere. Later, I found it was to be had only under certain conditions.

If I now want both meat and fish, I have to pay for two meals. Americans cannot get along without milk, and that is not in the Chinese diet. Also, they like lots of sweets, such as cakes, pies, and candy.

I was very much amused at the American table service when I was introduced to it for the first time. On the table there was a dinner fork, salad fork, dessert fork, and napkin. Then on the other side of the plate there was a steak knife, butter knife, teaspoon, and bullion spoon. I had to follow my friends and when alone did as I thought best. At home, we have only chopsticks and a soup spoon.

There is no question about likes or dislikes. I can only say this; I am not accustomed to American food after two years. It merely satisfies my hunger, but not my appetite. I do not like cheese, just like Americans who dislike the Chinese "century old egg," which is preserved in lime for at least thirty days.

In this connection it is interesting to note the difficulties of American college students in this same area. In the study made by Emme, the students state their most frequent problems as being related to unbalanced diets and the provision of foods which might be nourishing but were not appetizing.¹

The relation of problems in this area to those of health and finances is quite clearly pointed out in the illustrative case cited. Because of differences in menus and the prohibitive cost of securing both an appetizing and adequate supply of food, it is easily conceivable that a resulting tendency to under-weight might be developed. The influence of such a condition upon both scholastic achievement and social relations has been pointed out to some extent, and needs here only the further mention that it becomes an acute one when the connection with problems in other areas such as the economic and hygienic is seen in its full significance.²

¹ E. E. Emme, *op. cit.*, p. 74.

² A. E. Neely, *op. cit.*, p. 25.

Area 6.—Problems Involving Rooming Conditions

The problems in this area are intimately related to those in both the area of boarding conditions and contacts with persons outside the University, as shown in the following table.

TABLE XVIII
PROBLEMS INVOLVING ROOMING CONDITIONS

Types of Problems	No. of Cases	Totals
Difficult to locate reasonably priced rooms..	21	
Difficult to find rooms—landladies prejudiced	20	
Difficult to make adjustments if living with American students	5	
Landladies treat us worse than they do Jews	4	
Rooms are poorly equipped and ventilated..	3	
If living with Chinese students, annoyances.	3	
House too far from the campus.....	3	
Difficult to observe dormitory rules.....	3	
House too noisy.....	3	65
Total cases in Area 6.....		65

The problems related to rooming conditions may be seen as falling into two major classifications; those connected with the cost of accommodations, and those which involve the reactions of persons who have rooms to rent to students. While the problems of the first type may be related to the financial conditions in which these Chinese students find themselves, they may also be indirectly related to the discrimination which seems to underlie the problems of the second type. There is some similarity between the problems faced by the Chinese students and those which American college students encounter.¹ However, the situation seems for the most part to involve discrimination and racial prejudice.

¹ E. E. Emme, *op. cit.*, pp. 66 ff.

There seem to be several ways in which landladies of private residences find it possible to refuse rooms to Chinese students. These are, of course, probably "tricks of the trade" and would be used to refuse entrance to any undesirable prospective tenants. Among such practices are the following reported by students of this group:

"I am sorry boys. I do not rent rooms to foreign students because I have a couple of American boys here. If I take you, I am afraid that the American boys would want to move. So far, I have not taken any foreign students."

"What kind of rooms do you want," ask the landladies. "We want single rooms," reply the Chinese students. In reply the landladies say that they have only double rooms. Later, other Chinese students inquire, asking for double rooms. In reply, the landlady says, "Sorry, we have only single rooms."

Chinese students tell the lady that they are interested in looking at her rooms. "Sorry," shaking her head, "we have no rooms available."

It must also be recognized that in many cases the problem stated as "difficult to locate reasonably priced rooms" may have as its fundamental cause the unwillingness to have Oriental students in the house; basically an attitude of prejudice and discrimination.

All landladies are not of this character, however, for there are cases in which misunderstanding that is basically dependent upon cultural differences has been either overcome or removed. In contrast to the majority, there was one reported case of an entirely different character. The more cordial attitude resulting from actual and intimate contacts is most marked here:

I have had seven years' experience with Chinese students. Some years ago I have five of them living in my house, but no Americans. They were very cordial and friendly, and I found in them some qualities I had not found in American students.

First of all, they were very quiet in the house. The

American boys are usually noisy, giving cheers and doing other things. Again, I gave them reasonably priced rooms. Unlike the American boys, they paid their rent regularly, while the Americans would take higher priced rooms by preference, then did not pay their rent when they did have money, but instead spent it loosely.

Some ladies have asked me why I like to take the Chinese boys into my house. I have told them that they were as good as the American boys. If you know more about them, you find that they are much better than the American students.

In the institutions studied, there was routine provision for the assistance of students through the office of the Dean of Men. In some cases, it was reported that this officer actually had aided in securing more suitable rooming quarters, through personal attention to the needs of the students. In most cases, the resources of this office included the services offered in securing from landladies a report as to the number of rooms available, locations, regulations, and price. Such service may be seen as inadequate for the needs of the Chinese graduate students in the face of prevalent attitudes of discrimination and prejudice.

Relatively few of this group of Chinese students reported that they lived in the University dormitories. The two main problems here are: (1) how to attract Chinese students to the dormitories; and (2) how to solve their living problems and problems of association after they take residence there. Neely considers this type of living situation the most satisfactory for foreign students, although she recognizes similar problems as those mentioned, and adds the further difficulty resulting from insufficient accommodations to take care of all who would like to live in the dormitories.¹ Evidently, in such a situation the foreign student, particularly the Oriental student,

¹ Anne E. Neely, *op. cit.*, pp. 11-12.

will have his name placed far down on the waiting list unless a definite attempt is made to avoid prejudice and provide for the Oriental student.

While it might be advantageous for the Chinese students to live in dormitories in order that they would have a better opportunity of practicing the English language and learning the American ways of living, customs and ideals; the difficulties already mentioned, together with the higher cost of such accommodations frequently results in this opportunity being denied to them. With respect to those few students living in dormitories, it appears that the Chinese graduate students do not find the conditions as satisfactory as could be wished. The rules are usually designed for undergraduates; there is no freedom in taking meals outside; and there is usually considerable embarrassment in adjusting to the ways of living of the American students. A characteristic report is the following:

I live in a dormitory for undergraduates. The dormitory life is not very free. At night all the doors are locked, about eleven on week days and at one on week-ends. I can enjoy good feeling and friendship with the American students, but it is also true that I find many of them uninteresting. Their interests differ from mine. Sometimes they come to my room and talk a great deal about dates, dances, and good times, then I try to get rid of them as soon as possible.

There are also relatively few of the Chinese graduate students of this group living in fraternity houses. These are not the houses founded for American students, but rather those organized and financed by Chinese students. The fraternity plan seems to involve a heavy financial responsibility that the Chinese graduate students are not prepared to meet.

The problems involved in rooming conditions are such as to point toward the most serious problems of adjustment faced by the Chinese graduate student in the United

States. The difficulties are mainly those connected with the discrimination and prejudice shown by landladies, which may be seen as fundamentally due to the differences in language and cultural background. The financial conditions preclude the use of the dormitories, as they do of the fraternity system. On the whole, the most satisfactory type of adjustment in living conditions yet developed has been that of such projects as international houses. Yet, these are not wholly adequate solutions to the problems; and indeed, no adequate solution to this area of difficulty has thus far been found. The situation is sketched by the Dean of Students of the University of Chicago:

In general, no adequate solution of this problem has yet been found. The establishment of international houses represents the most significant approach, but their luxuriousness is hardly representative of typical American life. An alternative may lie in the founding of a number of less pretentious houses in which American and foreign students may live together. This arrangement supplemented by opportunities for students to be guests in representative homes may be a means of conveying to the foreign student a better interpretation of American life.

Area 7.—Vocational Opportunities and Problems

Included in this area are those difficulties the students faced in connection with both their choices of academic work with reference to vocational choice, and problems in finding work.

TABLE XIX
VOCATIONAL OPPORTUNITIES AND PROBLEMS

Types of Problems	No. of Cases	Totals
People with exceptional training are often left out while others less well equipped secure better jobs	19	
I would like to get government work, but lack political "pull"	9	
Worry about how to do my work when asked to do it.	5	
I desire a job in China but after six years here I have lost contacts.	4	
American education unsuited to vocational needs	2	
Chinese situation changes too rapidly, I do not know how to select my life career.	2	
Would like to stay in America and work here if possible	1	
Would like to teach and continue my research if our school continues to have funds	1	
Desire to raise money to start and operate a school in my district.	1	
Need funds to organize and operate a factory	1	
Desire to improve air force if parents will consent	1	
Parents want me to stay in America two more years so as to get experience.	1	
Difficulty in getting co-workers with similar training and ideals.	1	
Conflicting opportunities	1	41
Total cases in Area 7		41

In the data from the interviews with these 90 Chinese students, there appear to be three situations which seem to be of the most importance in this area of problems. The foremost of these is the difficulty involved in specialization. Nineteen of the students reported that they considered special training not to be of any particular benefit in getting a position, for in many instances they had observed that people not as well prepared in a particular field had

been able to secure positions. As a rule, when the Chinese student leaves home it is for a very definite purpose of becoming proficient in some particular line of work. After going through the period of preparation and then facing the problem of occupying oneself with congenial and remunerative work, conditions may have so changed at home that from a distance they are not able to determine whether their training will be applicable or not. This situation is further reflected in the second type of problem.

The Chinese government early took the initiative in sending students abroad for training. The purpose was to prepare for national development. Many of these Chinese students looked forward to governmental service, for in this service future development offered a better outlook than in other occupations. Some of these students in the group covered by this study felt that unless they were well known or have "pull," this form of employment would not be available to them.

Some of the students in this group were of the opinion that they would not know how to do their work when employment was offered them and certain tasks assigned. There is a distinct feeling that they do not have practical experience and cannot apply their theoretical knowledge gained in American institutions even if asked to do so. Although this does not represent the majority opinion of the group, there is here an indication of a feeling of inadequacy which might sensitize the student to other forms of maladjustment, which might develop into a thoroughly pessimistic outlook upon the whole educational career and prospect. The effect of such uncertainties regarding vocation upon the experiences of the student is also pointed out by Katz and Allport in their study of Syracuse University students.¹ It is also illustrated by the reaction of one of the Chinese graduate students:

There are many students returning to China from

¹D. Katz and F. H. Allport, *Students' Attitudes*, pp. 120-127. Syracuse, New York: The Craftsman Press, 1931.

our department. Some of them have shown their exceptional ability in academic work, and some simply pass by. In fact, the students with poor quality in personal matters and less well equipped in training, get better jobs. The students with better training, experience, and personal qualities do not get jobs. Where there is a "pull" there is a way. I work very hard in my school work. What shall I receive from society? Do people make an intelligent selection of the type of men for the type of work? Really, I am disappointed.

The other items pertaining to vocational problems are of rather infrequent occurrence. Here are to be noted such problems as: loss of contacts in China because of long absence from home; American education unsuited for needs; desire to stay in America if possible; financial problems related to vocational choice; and, the difficulties of making a choice of vocation and studies preparing for it in the light of changing conditions in China.

In some respects, these problems are similar to those faced by American college students; particularly those relating to the difficulty of selection of vocation and of the particular type of specialization in the face of changing conditions. On the other hand, the problems of these Chinese graduate students with reference to vocation show certain peculiarities. Evidently the vocational problems bear some relationship to length of residence in the United States. Of the 19 instances in which a problem is stated regarding the discrimination to which persons exceptionally trained are subjected, 14 have resided in the United States for periods of three to five years. Of the remaining 5 cases, 3 have been in residence in the United States less than three years and two for more than six years. When this group is considered in connection with those who state a problem related to a desire to secure a position in China but suffer from loss of contact which is the underlying cause for the problems mentioned in the first grouping of cases.

Regarding this same problem there seems to be a general tendency on the part of Chinese graduate students to minimize the vocational situation the first one or two years of residence in the United States. After residing here for four to six years anxiety concerning the loss of contacts and the vocational situation seems to develop. When the student has been in the United States for more than six years, the tendency is to think in terms of securing a position in this country and maintaining more or less permanent residence. The following is a representative student expression on this problem:

I have been in the United States for six years. I hardly understand the changes that have taken place in China. I would like to go back to China and find a place in which to work. The thing that troubles me a good deal is the fact that I have been isolated from home and lost contacts with friends. It is very difficult for me to secure a better job without any means of political "pull". In order to avoid such excessive worries, I desire very much to stay in this country as long as I can make a living.

Area 8.—Problems Involving Contacts With Americans Outside the University

The data collected with respect to the contacts of the Chinese students with Americans other than students do not fall clearly into distinct classifications. For purposes of discussion they may be divided into those factors such as differing interests which contribute to a lack of mutual understanding, and, those factors which are derived from differences in customs, habits, and language. To dissociate these two groups would clearly be a distortion, for in reality they are interlocking and of reciprocal influence. The detailed analysis of the problems in this area is presented in Table XX.

TABLE XX

PROBLEMS INVOLVING CONTACTS WITH AMERICANS
OUTSIDE THE UNIVERSITY

Types of Problems	No. of Cases	Totals
I am deeply embarrassed by America's racial discrimination	27	
Most Americans do not understand me.....	10	
Americans do not understand that they can learn more about China from Chinese students than from laundrymen.....	7	
Language difference prevents better contacts	6	
American racial prejudice makes me sensitive	6	
The customs, interests and language of Americans is so difficult I cannot talk with them	4	
I cannot have as much fun with Americans as with my fellow students.....	5	
In contacts with people not associated with our people, the racial prejudice is felt on both sides	4	
Americans patronize us or appear to be giving charity when they treat us well.....	3	
I feel that Americans are very courteous and friendly, but is questionable if they are real and sympathetic friends.....	2	
When asking questions, Americans are usually so unfamiliar with the Chinese situation that they embarrass me.....	2	
It is hard to make contact with Americans of the best type, at least socially.....	2	
Americans are kind, sympathetic, and humorous. They treat us better than their own folks, they show their hospitality, but not their deep understanding.....	2	
Americans use poor slang to hurt my feelings	1	81
Total cases in Area 8.....		81

The most important of the factors contributing to the first grouping of problems is that of racial discrimination. A total of twenty-seven students report that they are embarrassed by this element. Ten students also report that

“most Americans do not understand us.” That is, of course, a very broad statement; but it does point to the fact that the usual American does not have many, if any, contacts with Chinese students and what few there are may be prejudiced in nature because of fixed ideas. The Americans may have gained their ideas from observing Chinese laundrymen or gardeners; or perhaps what knowledge they do have comes from the theatres, comic pictures, or, unrepresentative books. In these types of situations the Chinese students feel that they could correct the American’s impressions if they had the opportunities under favorable conditions. As one student remarks, “Americans are so unfamiliar with the Chinese situation that they embarrass me.”

It would not be fair to either the students or Americans to leave the impression that all judgments were unfavorable or based upon race prejudice. Some of the students think that the Americans are very fine, sympathetic, humorous; and that they treat the Chinese students better than they do their own folk. This is hospitality, and yet underneath this the students detect what they think of as the lack of “deep understanding.” So, in spite of this, the students really question the fact as to whether Americans are real and sympathetic friends.

The problem of customs, habits and language provides many perplexing situations for the students. Because of these, many desirable social contacts are either impossible or not taken full advantage of by both parties. A total of 10 report that better contacts are prevented because of linguistic difficulties; one reports the use of slang by Americans to “hurt my feelings.” Along with these differences in customs and habits, there is implied a difference in interests. There were 5 students who reported that for these reasons they could not have so much fun with American students as with other Chinese students. While Chinese

students are in America, they are eager to learn about the ways of American life, and in some instances this is done very effectively. In other instances, there seem to be too many obstacles to overcome. This is reported very well by one of the students:

Living in the middle-western community, with its location far away from larger cities and its temptations, is a good place for the foreign students; and a great moral influence in itself. I have a chance to learn about American life and to see some typical homes, but I do not have a chance to get acquainted with Americans outside the University. The town people are more or less conservative. Some of the church organizations provide chances for making contacts. However, the activities are institutionalized, and as a whole very superficial. It largely depends upon the leadership and hospitality of the church members as far as success is concerned.

Outside of a language handicap, I am not free in making contacts which are mutually helpful. Sometimes I feel that the people are very individualistic and indifferent toward foreign students. This is another reason why I segregate myself with my fellow Chinese students; with whom I have more fun.

With such a contrasting difference in customs, habits, interests, and language, it is not surprising that the Chinese students feel that their adjustment problems are intensified by these rather difficult social conditions. The difficulties are seen by other investigators as contributing the greater number of problems to the adjustment of foreign students while in the United States, particularly to Oriental students.¹

Area 9.—Problems Involving Social and Recreational Contacts

In the questions of social and recreational contacts, the cultural differentiation between Chinese and American students is thrown into rather bold relief. The Chinese student

¹R. E. Park, and H. A. Miller, *Old World Traits Transplanted*, p. 3. New York: Harper and Brothers, 1921.

is confronted with a problem of participating in various forms of amusement and social activity which are at first entirely strange and to which he may never become accustomed to the point of real enjoyment. It is also in this area that much of the foregoing material about race prejudice and discrimination, language barriers, and, sensitivity to strange habits and customs becomes very applicable.

TABLE XXI

PROBLEMS INVOLVING SOCIAL AND RECREATIONAL CONTACTS

Types of Problems	No. of Cases	Totals
Embarrassed by movies derogatory to Chinese life	17	
Overload of school work prevents participation	9	
Racial differences handicap in taking out American girls	9	
Golf and football of no interest.....	7	
Language difficulties prevent contacts.....	7	
Difficult to find dance partners.....	6	
Sensitivity to race prejudices minimizes interest in social affairs.....	4	
Difficult to have conversation with friends particularly women	2	
Campus social programs uninteresting.....	2	
Do not care to join Cosmopolitan Club; Club fee too high, cannot get along with Japanese, no interest in the program.....	3	
American girls like Chinese parties but do not care to take me to American parties..	2	
Good movies are very expensive.....	2	
American girls like expensive places—difficult to afford.....	2	
Week-end trips are very expensive.....	2	
Difficult to find tennis partners.....	2	
American girls like to have other American boys go with us to parties.....	1	
Difficult to find good movies—they stress sex and love too much.....	1	
No interest in humorous talks, or in other discussions	1	79
Total cases in Area 9.....		79

The data gathered represent 133 separate statements made by the 79 students, thus indicating an overlapping and that more than one problem may be faced by the same student. But from the accumulation, no one particular aspect seems to be predominant. Seventeen reported that they were embarrassed by movies derogatory to Chinese life, while a few others reported good movies as too expensive or that too much sex and love was stressed. This does not imply, however, that the movie is not a popular form of voluntary recreation, for there are after all relatively few of the American movies that deal with themes of Chinese life.

The chief factors which make up obstacles to participation in social and recreational life are to be found in race prejudice, overload of school work, lack of interest, and the language difficulties. The problem of expense is an ever-present one. Race prejudice makes difficult the association with American girls, as well as minimizing interest in the usual social functions. It makes it difficult to have dancing partners or even conversation with women other than Chinese. In some instances it makes it difficult to find tennis partners or groups in which games may be played.

The influence of being overloaded with school work was mentioned previously in connection with other problems. With respect to recreational activities, 9 students reported this as an obstacle to participation. Because of language difficulties and differences between Chinese and American sports, some of the students develop no interest in them, particularly golf or football. The problems of recreation related to expense do not loom up significantly in the total, but they do limit the amount of traveling or week-end trips which the students may take.

On the American campus, social dancing is one of the main forms of recreation, as well as of social contact. An

American member of the Activities Staff of the Chicago International House makes the following comments regarding these activities:

Oriental students participate rarely in American social dancing because they experience little pleasure by taking part in such activity. . . . Probably one third of the Chinese students go to International House dances from a sense of duty in order to see that China is represented at an International gathering. Others go to dances to see and experience at first hand a characteristic American social activity. Still others go because of friends, especially American, who have taught them to dance and hence take a whole-hearted friendly interest in going to social functions with them. The Chinese students become members of a social group which included a number of interested American rather than as "Exhibit A."

There are a number of organizations in America bearing the name "Friends of . . .," with respect to some foreign country. Unfortunately a number of these organizations, of which many are chiefly social, fail to take advantage of the opportunity of making foreign scholars from the country they wish to befriend become participating, regular members of the organization. Foreign students and other scholars from abroad are occasionally asked to address a gathering or to be present at a banquet, but no provision is made whereby the members of the organization will have frequent contacts to make possible real friendship between American citizens and foreign citizens. The majority of the foreign students in the United States are glad to have the opportunity of joining such organizations as the Friends of China, the Friends of Japan, the German-American Society and others; but foreign students avoid being made exhibits before American organizations.

In further consideration of campus activities, one of the Chinese graduate students comments thus:

There are many social activities on the campus. Most students have come to care for the social functions because they are the masters of the situation. I usually demand some social relations with women, but this col-

lege town is not developed socially for foreign students. Sometimes in the classroom work I associate with some American women and form normal relationships. Outside of the classroom, I find difficulty in asking them to go to dances in the surrounding quarters.

By way of contrast with the difficulties experienced by these Chinese graduate students in developing social and recreational contacts are the problems reported by American college students in this same area. The survey of student experience published under the title *Undergraduates* finds that American college students experience such problems as; discrimination because of inferior economic or social situation; pressure toward conformity to "crowd standards"; and, the difficulties involved in the prevalent "revolt against authority" among American youth.¹ In a study of a group of college Freshmen in an American denominational college, Emme discovered the most frequent problems in this area to be: not enough provision for small groups, mainly informal in nature; that too much of the social and recreational life was "formalized" and conformity to the form demanded; and, that suitable places and circumstances under which college students might meet, particularly members of the opposite sex, were lacking.²

With reference to the problems of the Chinese graduate students in this area, it is indicated that racial and cultural differences, that were most potently expressed regarding relations between persons of opposite sexes, were the focal problems. While there have been some definite attempts made to meet the problems, the evidence secured in this investigation leads to a recognition that these were not wholly satisfactory from the viewpoint of the Chinese graduate students themselves.

¹ R. H. Edwards, J. M. Artman, and G. M. Fisher, *Undergraduates*, p. 215. New York: Doubleday, Doran and Co., 1925.

² E. E. Emme, *op. cit.*, pp. 60 ff.

*Area 10.—Problems Involving Contacts
With American Students*

From the information secured about the relations of the Chinese students with American students, there seems to be two fundamental distinctions which may be made for the convenience of discussion. The first of these is derived from the experiences of the Chinese students by which they come to judge American students as well as other Americans. The second is the tendency of the various culture-groups to segregate themselves and organize around common interests.

TABLE XXII

PROBLEMS INVOLVING CONTACTS WITH AMERICAN STUDENTS

Types of Problems	No. of Cases	Totals
American students take an indifferent attitude toward us.....	43	
American students like to talk about dates, dances and good times. It is hard for me to get along.....	18	
American students do not care to discuss serious problems.....	7	
It is difficult to meet American students sufficiently to get acquainted with them...	5	
During the week, everyone seems busy; and then on week-ends they are all going out for a celebration.....	4	77
Total cases Area 10.....		77

The ideas upon which judgments are based, as very clearly shown in the opinions collected, are influenced by the sensitivity of the Chinese student to prejudice, racial antagonism, and the strangeness of his social situation. From a single experience, a student is likely to draw a general conclusion which is used to characterize all Americans,

both students and non-students. With respect to such an experience, one of the students reports as follows:

The first and deepest impression in my mind came from the time that I walked into a western barber shop. When I went in, the barber said, "I am sorry." I did not understand what he meant, so I sat down and waited for five minutes, and made myself at home. But no one came to give me service. Because of this impression, I feel unable to get acquainted freely with Americans wherever I go, except the contacts with my professors. The landlady also understands me.

It might be expected that the Chinese students would have more contacts with other students and thus have a range of experiences which would permit them to form what might be thought of as an adequate or fair judgment of the American people. Such, however, seems not to be the case, since so many of this group tend to generalize on the basis of a single or limited experience. This indicates that although 43 students report that American students take an indifferent attitude toward them, some question should be raised as to the source of these impressions and as to how extensive they are. Another investigator raises the same point regarding all foreign students in her conclusions.¹ When the Chinese students report that American students are interested only in dates, dances and good times, it is fair to ask if these American students are undergraduates or graduates, or if these are not impressions gathered from non-representative experiences and used to classify and describe all American students. These problems point to the fact that no definite conclusions can be drawn, and at the same time indicate that the impressions are present and do determine just how the Chinese students feel about their relations with American students.

The Chinese students also report that they think the

¹ A. E. Neely, *op. cit.*, pp. 13-14.

Americans are not interested in discussing serious problems. This is indicated in the student's report following:

Most of the American students are indifferent toward us. Since they have no interest in us, we are very sensitive about their unfavorable attitudes. When I try to talk with them about some international problems, they simply express their opinions and do not face the facts. And, particularly, they do not have very much interest in such discussions.

In much the same way that Chinese students like to associate with each other because of similar cultural backgrounds, the American students also may have the same tendency to group with those of similar backgrounds, experiences and interests. This situation is very aptly stated by the Director of Research in a large university:

It is natural and right that Chinese students upon entering our universities should desire and expect to meet and associate with our students on a common level of culture and social relationships. Nevertheless, most Americans have their own circle of friends and in rooming houses they naturally go together, not desiring any outsider, either foreigner or native, to break in upon their close-knit organization. It comes about, therefore, that Chinese students often have a difficulty in entering fully into campus life. This is not because the American students think the Chinese inferior socially or in any way, but from the natural clanship that seems to be one feature of human nature.

Thus, the cultural differentiation between Chinese and American students, and, the characteristics of human nature combine to handicap the development of favorable attitudes and congenial relations between the two groups. It appears that extreme segregation in groups and the lack of opportunity to form mutually congenial contacts would tend to narrow the possibilities which could be widened through the development of adequate channels of association.¹

¹ M. H. Bickham, "Culture Clashes in College Communities," *Religious Education*, XXIV (May, 1929), 451-454.

Area 11.—Problems Involving Contacts With Professors

The reactions of the Chinese graduate students to the contacts with their professors are presented in Table XXIII.

TABLE XXIII

PROBLEMS INVOLVING CONTACTS WITH PROFESSORS

Types of Problems	No. of Cases	Totals
Difficult to get acquainted with professor....	10	
Some professors are not interested in the personal problems of students.....	8	
Most professors are indifferent to foreign student's need for personal relations....	6	
Some professors are no different from the common people in their race attitudes....	3	
Some professors are intolerant of my opinions, so I lost interest in the classes.....	3	30
Total cases Area 11.....		30

Chinese student relations with professors deserves special mention. At the time that the student is planning upon coming to America, the choice of an institution is in part determined by the reputation and work of the faculty members. The student looks forward to contacts with one or two of the faculty. While in school at home, many intimate and very personal contacts are possible and the student expects this situation to be carried over to some extent. But the American graduate school presents an entirely different situation. Classes are usually larger and the professor is engaged either in research or other activities which very definitely limit the amount of time he has available for personal contact with his large number of students. One of the students says:

I have been in this institution two years. Before I came here I trusted that some of the well-known pro-

fessors could be of most help to the students. Practically speaking, it is not so. They come to class and give lectures. When their lectures are done, the job is over. They have office hours but they are usually out of office. Some day when they are in the offices, many students try to see them. So, such interviews simply permit a few minutes and everything is done in a rush with superficial consideration.

This situation is also recognized by some faculty members. One professor says,

We admit frankly that we cannot give very much time to students. In addition to lectures, we have to spend much time on research work, which is part of our working agreement with the school. Besides, we are asked frequently to give lectures and attend meetings outside of our teaching and research work. We have office hours arranged for the students, but cannot have time for personal relations with the students.

In the other items reported, the Chinese students seem to have much in common with other students with respect to the relations with professors. Although they indicate that some professors are not interested in students' personal problems or what they feel to be a need for educational guidance, a difference of opinion is reflected in the administrative phase of the American graduate schools with respect to the professors' responsibilities of teaching or research in contrast to faculty personnel activities.

Area 12.—Problems Involving Contacts With Chinese Students

That these students also found certain problems of adjustment arising out of their contacts with other Chinese students is indicated in the following table and discussion.

TABLE XXIV

PROBLEMS INVOLVING CONTACTS WITH CHINESE STUDENTS

Types of Problems	No. of Cases	Totals
All Chinese students are very studious hence have insufficient time to associate.....	18	
Free association of Chinese students is handicapped by difficult dialects.....	8	
Class grouping of Chinese students because of wealth and interest differences is a hindrance	6	32
Total cases Area 12.....		32

When the problems of free association among the Chinese students is investigated, there are several obstacles to the development of congenial relations. The first of these is derived from the fact that the students do not find sufficient time to associate with each other. Eighteen reported that they had to spend too much time with their academic work to permit much contact with other students. The students are here for a rather limited time, frequently with insufficient money, and this necessitates carrying a heavy school schedule. In addition, there is the difficulty of working with the English language, and at the same time learning both German and French, which require extra long hours of concentrated effort. The problem of different interests is also important. For example, a student in Chemistry may have very few occasions for meeting one doing his work in the Humanities, Mathematics or Education. Such a condition would add further difficulties.

One of the obstacles is inherent in the problem of the differences in dialects. This is described quite adequately by one of the students:

In the University are found a large group of Chinese students, both men and women. They come from dif-

ferent parts of China. In general they understand each other, except those who come from the extreme south. It is apparent that I find difficulty in mingling with them. It is not because I am disinterested in them, but because they do not understand me when I speak "Cantonese." It is more natural for me to belong to the group of our own in which I find a satisfying contact than I do with other Chinese groups. I feel, however, that this is an unhappy gap existing among social attachments.

There appears to be very little of class grouping of the students because of differences attributable to either wealth or interests. Six such instances were reported and are described by one of the fraternity members:

In our fraternity there are relatively few members living in the fraternity house. We are bound together by the same desire for companionship with congenial friends. In social functions we are not isolated but find rather easy entré to such functions with American students or friends in the community, as well as with other Chinese students; but it is difficult for us to invite the latter to come.

Area 13.—Marriage Problems

Only a few of this group of students are concerned with marriage problems. It is significant, however, to note these few opinions and problems as they reflect some of the conflict of ideas and ideals which is a result of the inevitable changes in the Chinese family resulting from Occidental penetration.

TABLE XXV
MARRIAGE PROBLEMS

Types of Problems	No. of Cases	Totals
What standards should I have in choosing a girl?	2	
Desire to marry but have no employment...	1	
Believe that previous engagement was not a right one	1	
Shall I have Chinese or American family system	2	
Troubled by unhappy marriage.....	1	
Conflicts because I prefer modern living in a conservative home	1	
Desire to marry American girl but her parents and friends object.....	1	
How can I provide good environment, modern education, and good care for my child?	2	
Too great responsibility in parents giving me freedom to choose a wife.....	1	
Can a girl serve her country better by not marrying	1	
Troubled by Chinese girls honoring themselves too much as "wives", but not making good homes.....	1	
Parents indifferent to my engagement.....	1	
Is it right to disregard the problem of an American girl in adjusting to Chinese home conditions	1	16
Total cases in Area 13.....		16

The Chinese family cannot be considered, in general, as the aggregation of three or four generations of collateral branches living in one house. Nor is the Chinese family to be understood in any sense as a parallel to the Occidental family which usually represents two generations. It is, like all families, to be thought of as a unity of interacting personalities. This unity has through tradition

come to be formed and organized in a way peculiarly Chinese, and it is these traditional functions as well as its organization which are being changed by Western penetration. These changes are usually thought of as being due to industrialization and to the acceptance of some aspects of the Western ideology. These changes are coming about slowly but compulsively. Where formerly the social organization left no judgment to the individuals as to their marriage, these individuals now find themselves faced with making profound and significant decisions. This question applies not only to choosing a wife or a husband, but as well to the kind of family system to be set up and maintained. The problem most frequently faced is that of choosing a wife. One student relates his reasoning as follows:

Choice in love demands some standards. Instinct is not a safe guide but leads to ill advised selection. If I do anything wrong, I may come back and make it right again. If I make a mistake in love, it means a mistake in my life forever. Physical charm is not the most important element in the love selection of a girl, though it may be paramount beyond question. Love is not vehemently impulsive. A power of self-analysis is necessary. Should I love her according to kindness, ardor, sympathy, intelligence, capability, vivacity, or temperament?

With respect to an actual engagement, which shows this conflict of ideals, the following case was collected:

My parents chose a girl for me when I was in college. I know her but we do not see each other often. She is now in college. Sometimes we write to each other, but we do not really understand each other. I usually feel that love cannot be created by the third party. If so, this is not love but a bargain. Love can be stated in terms of romance, but cannot be measured on a scale. It means a creative force which makes the two persons' lives in harmony possible.

I agree with the fact that the parents may share the

process in love selection as I have had no experience in the matter of final decision. But I do not agree with the fact that I should be obedient to the parents, to the third party, and to Fate. I feel my engagement is not an ideal one.

Two of the students reported a problem in trying to decide whether to have a Chinese or an American family system. One of the students has made a rather keen analysis and states that:

I admire the American family system. The reasons are these: Husband and wife can have more enjoyment; they also can express themselves fully; children have a better chance for education and care; there is less chance to create quarrels among the members of the family; a spirit of independence can be developed; household affairs can be easily managed; financial difficulties are more easily solved; misunderstanding, if any, can be more easily removed. These and many other things are not usually found in a family where the oldest father, his wife and sons, sons' wives and children live together.

I still find some things that are not bad in the existing home conditions. For instance, my parents are educated; they know our likes and dislikes; my brothers and sisters are in school, and they are very lovely and do not cause much trouble; we have not had any experience in home affairs but my parents would be glad to help us if we lived with them. In the American home I feel that loneliness is inevitable. If we live with parents and brothers and sisters, there will be no such feeling; if difficulties arise, the whole family will help us. An intermediate type of family system is hardly realized in my home.

For some Chinese students there is the problem of cross-marriage. Although these are not frequent, yet they are significant from the standpoint of race crossing and the breaking down of racial barriers which may lead to further social maladjustments. One student confronted with this problem reported that,

I have been in America for five years. I adapt myself pretty well to the American way of life. I would like

to marry an American girl. I think that my parents will make me marry. The girl wants very much to go to China with me. I admire her very much and there is no reason why I should not marry her. The difficulty is a matter of objection on the part of her parents. When her friends find this out, they also do not agree with her. Perhaps they gossip about her, maybe they think she is wrong. Her parents and friends think that she will not be happy when she goes to China because of the differences in language, living habits, and customs.

In the group of 90 students, only 11 are married and the information on these cases has not been isolated from the other problems of finances, health and anxieties that are related to marriage problems.

Area 14.—Educational Problems

The distinction between administrative and educational problems is a little arbitrary in giving an analysis of the data collected during the investigation, but necessitated by the very nature of the data.

TABLE XXVI

EDUCATIONAL PROBLEMS

Types of Problems	No. of Cases	Totals
Selection of Courses		
Lack of information makes selection difficult	12	
Language difficulty does not permit me to take the minimum requirements.....	2	
Interests have shifted from field to field...	1	15
Change of Major		
Chinese conditions forced me to change from political science to economics.....	4	
Poor work in architecture forced choosing blindly a new major.....	1	5
Class and Laboratory Work		
Lack of suggestions and guidance for project negates interest in seminars.....	12	
Classes too large; little time for answering questions	11	
Achievement determined too much by final examinations	1	
Lack of interest in poorly conducted recitation	1	
Initiative not encouraged.....	1	
Interest in discussions lacking because of insufficient preparation	1	
Lectures in class usually meager and confused, professor does not make students grasp essential points.....	1	
Need guidance in laboratory work.....	1	
Insufficient opportunity given for real thinking	1	40
Study Habits and Methods		
Hard to form correct habits and methods..	3	
Difficult to take intelligent notes rapidly...	3	
Poor health handicaps effective studying..	1	
Lack of concentration due to loss of sleep..	1	
Unsuccessful research work proves disturbing and discouraging.....	1	9
Attitude Toward Practice vs. Theory		
Theories over-emphasized in curriculum...	6	
Lack of opportunity for practical courses..	6	
Laboratory work usually devoted to theory of little immediate value.....	4	
Worried about research and benefits derived from it	3	19

In the same way that the lack of information creates administrative problems, it also makes difficult the selection of courses. Twelve students reported this difficulty, while others report again the language problem, and as well their shifting of interest from field to field.

In the changing of their majors 4 students were forced to do so, in their opinion, on account of changes in conditions at home. These were changes from political science to economics as the major field of study. The Chinese students do not find much interest in seminar classes, 12 of them reporting that the lack of suggestions and guidance with respect to projects negates any interest they may have had. This seems to be consistent with the fact that 11 of them feel that the classes are too large and that too little time is spent answering questions. Because of language difficulties, Chinese students are likely to find that the lectures are not adequate. One of them says,

Our professor is supposed to be a well-known figure in political life. But he usually comes to class with a body of information poorly organized. Some of the students have too much interest in him and too much dependence upon him. The reason is because he is well-known. I am very disappointed. His lectures in class are meager and confused. He does not care whether or not the class can grasp the content, purpose and method of the course. One of the disapprovals of the instructor is that he does not lead a successful discussion for the whole class, and that he does not stimulate the class to think in order to integrate this course with their own point of view.

The data tend to show that the Chinese students apparently adapt themselves quite readily to American school situations, for only 3 reported that they found it difficult to form correct habits and methods of study. Three others found it difficult to take intelligent notes rapidly. Only in a few cases were problems with academic work reported as growing out of poor health, lack of concentration

through loss of sleep, and discouragement with the demands of research work. Where present, the language difficulties handicap the student in what he learns while in America, as described by one of the students:

I cannot follow the daily assignments nor meet definite requirements. The whole trouble of my poor preparation is the fact that I have no command of English. In class I cannot locate the vital part of the lecture and communicate what I wish. Outside of class, I do not study rapidly or aggressively. My class notes are incomplete. So, it is impossible for me to organize my notes for answering questions assigned in class.

I do not carry a minimum of requirements—only two courses each semester. But the instructors give examinations to the class very often. I cannot write English. One of the instructors asks me to answer them in Chinese. I feel, however, that I do not learn very much when I come to America.

Somewhat in keeping with the earlier problem of practice versus theory, it was found that 6 of the students think that the curriculum over-emphasizes theories and that an equal number feel the lack of opportunities for practical courses. Four of them doubted the value of laboratory work, while 3 worried about benefits derived from research work.

It is evident that these problems are expected from practically any group of students. If there is any difference between groups, it is best characterized by one of the Deans of a School of Engineering:

With very few exceptions, the Chinese students are industrious, courteous and have superior mental attributes. At the same time, they lack initiative and are less practical than the average student who is a native of the United States, of Great Britain, or of Continental Europe. Inability to apply theory seems to be a fault common to Chinese and to students from other Oriental lands; to a considerable extent this is

also true of Russians. To improve the practicability of the Chinese students or to enhance their power of initiative, they should be encouraged to work with tools and machines, drive automobiles and to be thrown upon their own resources in dealing with life's problems.

This quotation appears to involve an observation, and to what extent it is valid there is no way of telling. It is suggested, however, that when considering environmental background it would probably hold true. Chinese students do not have many opportunities to ride bicycles, use roller skates, or drive automobiles; in fact to do much mechanical work. The problem of practice is very acute for the engineering students, for when they do return to China they must be able to do practical things in order to secure work.

Area 15.—Problems Involving Administrative Regulations

Adjustment problems of this group of Chinese graduate students with respect to administrative phases of the Graduate Schools center around course requirements; library facilities; examinations; and, degrees.

TABLE XXVII

PROBLEMS INVOLVING ADMINISTRATIVE REGULATIONS

Types of Problems	No. of Cases	Totals
Course Requirements		
Little freedom is given in selection of courses	11	
Required to take courses with no interest..	8	
Want to take additional work because of limited courses offered.....	7	26
Library Facilities		
References not available.....	7	
Reading rooms noisy	3	
Books not properly placed.....	2	
Light and heat not regulated properly.....	2	14
Examinations and Degrees		
Have difficulty organizing material when final examinations come.....	6	
Difficult for the Oriental students to learn French and German	2	
Do not understand the nature of finals.....	3	
Degrees not offered in accordance with the needs of foreign students.....	2	13
Total cases in Area 15.....		53

Eleven of the students were of the opinion that there was too little freedom with respect to course requirements. This may, in some cases, be a result of not understanding fully the nature of the work beforehand. One of the professors says,

One of the greatest difficulties encountered by the Chinese students is their use of English. It appears to be difficult for them to understand clearly what is said in English or to express themselves adequately by the use of this language.

The work of Chinese students is made more difficult from the fact that it is very hard to determine the character and amount of their preparation and hence to give them advice concerning the program of study which will be more useful in individual cases.

But although the student may find that he is inadequately prepared for some of the work and cannot be advised accordingly, there were 8 others who felt that they were compelled to take courses in which they had no interest and 7 others who wanted to take other courses because of the limited amount of work offered in the required courses.

The language handicap with respect to the choosing of courses is peculiar to all foreign students, but the problems involved in the courses are quite general for all students. This likewise holds true for the library facilities, for all students have trouble with references not being available, improper lighting and ventilation, as well as noisy reading rooms.¹

With respect to examinations and degrees, some of the Chinese students are at a distinct disadvantage. Six of them reported their inability to organize material when finals do come; 3 do not understand the nature of the finals, while others find it very difficult to pass German and French examinations. Two of the students were of the opinion that the degrees offered did not conform to the needs of foreign students.

¹ E. E. Emme, *op. cit.*, p. 33.

Such problems of this nature as are peculiar to Chinese students appear to be problems based upon linguistic difficulties. One of the advisers to foreign students says,

Adjustment to the life and language of the people in general are not so satisfactory, and an occasional student returns home without ever having mastered the pronunciation of the American English. . . . The University here has an adviser for students from other countries, and a course in English phonetics is conducted by him for their benefit. He also helps them with their these (phrasing). Chinese graduate students respond to such help quite agreeably. Since their time is short, they sometimes need to be convinced of the necessity of taking special time for language study, but they are always open to reason. On the whole, their attitude may be said to be firmly but courteously practical.

In order to further illuminate the problems in this area and their underlying causes, two questions were included in the interview procedure, as shown on the questionnaire used. These questions were: "What phases of the American system of education have you found satisfactory?" and, "What phases of the American system of education have you found unsatisfactory?" Copies of the interview instrument will be found in the Appendix.

Of the total of 90 students interviewed, 67.8 percent or 61 students made a response; and, 32.2 percent or 29 students did not make any appraisal of American education. The reactions of the students were found to be related to the length of residence in the United States, as mentioned in the second chapter. Those who have been in this country for one or two years gave the more positive judgments. Those who had been in this country from five to fifteen years were not likely to make an evaluation.

The favorable phases of American education reported by students fall into such categories as: (1) the stressing of opportunities in American education, (2) the excel-

lence of building and organization facilities, (3) teachers' qualifications, (4) classroom procedure, (5) excellence of curricula, (6) aids to students, (7) administrative relations. The total frequency of the mention of these favorable phases of American education is 378. An analysis of these results follows:

TABLE XXVIII

FAVORABLE APPRAISALS OF AMERICAN EDUCATION

Responses	Frequency	Totals
Opportunities Stressed in American Education		
Unique character of democratic spirit in all levels of education	20	
Scientific methods used in education.....	18	
Development of a sense of social responsi- bility	17	
Development of professional skills and in- tellectual interests	14	
Give students opportunities for self-ex- pression	10	
Education for efficiency	9	
Encourages responsibility and initiative on the part of students	9	
Provision made for individual differences.	7	
Keeps education in harmony with the best trends of social life	6	
Gives education for citizenship.....	5	
Cultivation of joy of living.....	4	119
Excellence of Teachers' Qualifications		
Properly trained and carefully selected...	20	
Friendly attitude toward students.....	19	
Having a sense of humor.....	15	
Making their work a joy.....	14	
Intellectually honest	13	
Respect for individuality of students.....	11	
Cooperation with their colleagues	5	97

TABLE XXVIII—*Continued*

Responses	Frequency	Totals
Excellence of Building and Organizational Facilities		
School building properly organized and supervised	34	
Library facilities commonly provided.....	31	
Satisfactory laboratory equipment.....	18	83
Classroom Procedure		
Lectures well prepared	13	
Free discussion	12	
Individualized instruction	12	
Definite assignments	11	
Motivation of students intrinsically to do their work	3	51
Excellence of Curricula		
Variety of elective courses covering many fields	11	
Extra-curricular activities properly organized and intelligently guided.....	3	
Courses offered in the light of needs and interests of students	2	
Honor system	2	18
Aids to Students		
Scholarships, fellowships and loans available	5	
Opportunities for remunerative work.....	2	7
Administrative Relations		
Cooperation between Federal government and State government for improvement of educational enterprise	2	
Opportunities for foreign students to enjoy equal educational advantages.....	1	3
Total number of responses		378

The unsatisfactory phases of American education listed are classifiable under such headings as; (1) administrative situations, (2) bad emphases in education, (3) faulty curricula, (4) shortcomings in teachers and instruction, (5) over-emphasis on building and organization facilities. Of the total of 211 opinions, 74 are related to administrative situations; 53 are related to bad emphases in education; 68 are related to faulty curricula; 12 are related to shortcomings in teachers and instructions; and, 4 are related to over-emphasis on building and organizational facilities. As may be seen, the students directed their unfavorable criticism more against administrative situations, faulty curricula, and bad emphases in education than they did against the shortcomings in teachers and instruction and an over-emphasis on building and organizational facilities.

It is noticeable that the number of unfavorable reactions is considerably less than the favorable. Evidently, this group of Chinese students found, in general, that the educational system was rather satisfactory, in so far as their contacts with it were concerned.

TABLE XXIX

UNFAVORABLE APPRAISALS OF AMERICAN EDUCATION

Responses	Frequency	Totals
Administrative Situations		
Lack of departmental cooperation especially in institutions of higher learning.....	19	
Low standards of colleges and universities due to low standards of requirements for admission	16	
Lack of a definite method for counseling of foreign students	14	
Different grading systems in different schools lead to confusion and lose educational value	12	
Lack of a contact with professor as a result of the inadequate program for same provided by the faculty	8	
Increases of the cost of education to students	3	
Lack of a common standard in educational policy leads to certain short-comings in many individual institutions	2	74
Faulty Curricula		
Language requirements for advanced degrees, German and French, are very superficial	12	
Courses offered have much overlapping...	11	
Lack of ethical and spiritual ideas and ideals in the total program of the school	11	
Over-emphasis of quiz, tests, and final examination	10	
In many schools units offered are many but courses are too scattered.....	8	
Extra-curricular activities over-emphasized	4	
Lack of opportunities of practical experience for engineering students.....	4	
No serious attempt made for the study of the Far Eastern problems in the curricula of college and universities	2	
Failure to appreciate the best in the educational systems of other countries.....	2	
Sex education is taboo.....	1	68

TABLE XXIX—*Continued*

Responses	Frequency	Totals
Bad Emphases in Education		
Mass production ideas in education.....	19	
Education for grades, credits and degrees..	14	
Education follows the pattern of capitalism	7	
Over-emphasis on individualized instruction leads to lack of sharing in learning process	6	
Over-emphasis on professional education..	4	
Education still far away from life.....	3	53
Shortcomings in Teachers and Instruction		
Many instructors lack practical ability in teaching	9	
Inadequate teaching techniques do not prepare students for further learning.....	2	
Keeps students busily engaged in the mechanical process of reporting, reading, and final examinations, so they do not have time to think for themselves.....	1	12
Over-emphasis on Building and Organization Facilities		
Too much interest centered on expensive buildings	2	
Poor facilities found in small colleges.....	2	4
Total number of responses.....		211

The findings indicate that the length of residence influences the personal appraisal of American education. Those who have been in this country for less than four years are responsive and critical in their appraisals. Those who have been here from 5 to 15 years are not likely to give their own judgments, because they balance their favorable and unfavorable experiences in trying to make accurate their appraisals. The longer the residence the students have, the better the adjustment seems to be to the actual conditions

the students face. Likewise, they are likely to improve their academic standing, as well as improve their social and emotional adjustment, as their residence in the United States continues. Evidently underlying this situation is the process of assimilating American customs and habits of thought, or of accommodating to the American system of education as further acquaintance with it is developed.

Area 16.—Problems Involving Sino-Japanese Conflicts

While this investigation was being made, practically all of the Chinese students were more or less concerned with the rapidly changing conditions at home because of the Sino-Japanese conflict. Attitudes were changed from those of accommodated group antagonism to those of emotionally intensified conflict within a period of a few years. New anxieties, worries, and emotionally disturbed thinking have expressed themselves in the data which have been collected. Judgments as to national policy are seen to be somewhat variable, but they all revolve around concern for the future of Chinese national life.

TABLE XXX

PROBLEMS INVOLVING SINO-JAPANESE CONFLICTS

Types of Problems	No. of Cases	Totals
Refusal to recognize Manchoukuo.....	15	
Long continued resistance against Japan, favor economic boycott.....	10	
China should work for rehabilitation, neces- sitating harmonization of foreign and do- mestic policies	8	
Think ill of Japanese students.....	4	
Problems worry me so I cannot study.....	4	
Suspect other nations and League as being indifferent to China's cause.....	4	
China should continue effort to recover northeastern provinces	9	
China should seek national cooperation.....	2	
Students should lecture against Japan.....	2	
Worry over family and relatives.....	2	
Worry over humiliating experiences of China	2	
Seek ways to improve China's condition....	2	
Finances fail to arrive from China.....	3	
Worry over property at home.....	3	
Worry over China's forced de-militarization	3	
Bothered by propaganda in news accounts..	3	
Should study intensely for future work to be done in China.....	3	
Desire to fight against Japanese.....	3	
Worry over the loss of markets.....	3	
Desperate, generally disgusted.....	5	90
Total cases in Area 16.....		90

What should China do? Twenty-five students are agreed upon two points; (1) China should refuse to recognize Manchoukuo, and, (2) China should carry out a long-continued resistance against Japan through economic boycott. The Manchurian situation has been very troubling to the

students in some instances. A characteristic example follows:

Since September 18, 1931 I have been exceedingly troubled by the Japanese control of Manchuria. My fellow students in the house read the newspapers several times each day and discuss the acute circumstances which China faces. I became very excited when I saw the headline of the Detroit News — very sentimental and exaggerated. I could not study at all and thought only of returning to China at once. When I do not hear from home, I become desperate. There are two Japanese girls living in our dormitory. They feel ashamed when they see me, and I feel embarrassed when I meet them. They are innocent citizens, and I should not hate them. But I do hate them because they are Japanese.

The immediate problem which I had was the loss of financial support from home during the critical period. I do not know where my parents are. Are they safe? I worry very much about them. Japanese aggression breaks down my home and cripples our national life.

Four students experienced the difficulty of not being able to study when the conflict was at its worst. About the same number feel that the League of Nations and nations outside of the League are indifferent toward China's cause; but in spite of this, there is a feeling that effort to recover the northeastern provinces must be continued. The response of the following student is illustrative:

The "Asiatic Monroe Doctrine" of Japan reveals itself apparently in the forced occupation of Manchuria. Her aggression does not end in Manchuria. She still asserts a special sphere in the part of inner Mongolia that overlaps into Manchuria. She warns the Powers to take "hands off" when considering China's need of economic assistance and military supplies. She issues this manifesto because she knows that the Powers cannot and will not go into a war with her for China's cause.

To Japan, Russia claims a special sphere in Outer Mongolia; Great Britain prefers a nominal Chinese sovereignty over Tibet and Chinese Turkistan; and

American interest in the "Open Door" does not need explanation. Japan is guilty. She still uses some guilty cases to prove her desire for peace and order in the Far East. She forgets to learn that the world is moving away from aggression. She is an aggressor. She should be condemned.

Although some of the students feel very aggressive as to what should be done, others think it best to act more indirectly and pacificly. Some of these ideas are rather vague, but the ultimate goal seems to be to strengthen China in such a way that Japan will ultimately destroy herself. A representative expression is:

In the light of such an acute situation in China, I should not feel disappointed. China will never be crippled by the Japanese navy or army, nor by her cultural infiltration. China will not destroy Japan when China becomes stronger, but Japan will crush herself by her own aggressive policy.

At the present time China cannot depend upon the Powers to stand for her cause. Her own unified effort is the way leading to her salvation. It is useless for China to ask the signers of the Kellogg Pact and the Nine Power Treaty to guarantee her sovereignty and territorial integrity. Her urgent need is to work for rehabilitation in order to arrive at harmonization of foreign and domestic policies. Furthermore, important are the foundations of her educational enterprise, political experience, public spirit, citizen soldiery, and communications.

Thus, the problems of adjusting to varying conditions are considerably intensified by the lack of cultural and national security. The list of opinions referring to the Sino-Japanese conflict shows a wide range of reactions and analyses. Some wish to leave for home at once. Others do not have such highly emotional responses but still manifest anxiety as to the outcome with respect to the national integrity of their homeland.

According to the data collected in this investigation, there were no cases in which Chinese and Japanese stu-

dents in the same American university, or in other universities, considered together the issues and causes of the Sino-Japanese conflict. On the whole, the tendency was to avoid these issues; considering them as "dangerous ground" for friendships, or "closed issues."

Area 17.—Problems Involving the Immigration Law

Perhaps one of the most striking instances in which the differences in language and cultural heritage, as well as actual discrimination and prejudice, appear is with respect to the experiences of Chinese graduate students with the provisions of the Immigration Act. While the number of problems in this area is not large, in practically every case the problems developed and the attitudes involved are of an intense and complex nature.

TABLE XXXI

PROBLEMS INVOLVING THE IMMIGRATION LAW

Types of Problems	No. of Cases	Totals
Immigrants are measured in terms of money rather than factors which foster international cultural relations.....	17	
Many details delay landing.....	11	
The law requires students to maintain a "student status" and bars them from jobs	3	
Students are required to return to China immediately after school work is finished, creating hardship	2	
Difficult to secure visa	1	
Officials ask embarrassing questions.....	1	
Unfair to put up a \$500 bond as a guarantee of the doubtful non-quota case.....	1	36
Total cases in Area 17.....		36

The most general impression indicated from the collected data is that the provisions of the law are considered by these students as a measurement of financial resources rather than as a promoter of international relations. Seventeen of the students stated this opinion, while 11 had been inconvenienced by the long delays in taking care of landing details. This is well described by one of the students:

When I am in Europe, the immigration officials of every state are very cordial and friendly toward foreign students. They facilitate matters for my trips without detailed questioning and any sort of embarrassment. When I came to America, the immigration officials in New York kept me there for one night. Their reason was that I came to America by tourist class on the boat and they assumed that I did not have adequate financial provisions. They measured me in terms of money. They did not consider my case at all. The next day I came up for trial. The officials asked me these questions: "Are you married?" "Does your wife have bound feet?" Such questions are nonsense. They did not know how I felt about them.

Other students felt that the way in which the law barred them from work by their having to maintain "student status" was a hardship. With reference to the Immigration Act there seems to be many intense problems, and from the standpoint of the student it may be asked, "What is fair to both parties concerned?", "How is the law to be administered so as to expedite the work of the student as well as to create favorable relationships between the Chinese and American people?"

While the provisions of the law have been changed somewhat by a recent order as to be less rigid, the common practice of discrimination against foreign students, and particularly Oriental students, which received its fullest expression in the Act, has tended to be continued.¹ A number

¹ U. S. Department of Labor, Bureau of Immigration, *Second Amendment of General Order No. 195*. Washington, D. C. June 20, 1933.

of the most prominent educators in the United States have given expressions of disapproval regarding this legislation, and have pointed out the possibilities involved of creating not only problems of adjustment for the foreign students in the United States, but the probable increase of racial and national prejudice as well. The injustices to the foreign students and the complications resulting from the operations are pointed out by these men, as are the strained relations with their countries of origin. Further, it is stated:

The withdrawal from needy foreign students of the privilege of working their way through school in traditional American fashion has been denounced in the strongest terms by many leading educators, including Dr. Nicholas M. Butler of Columbia, Dr. Cloyd H. Marvin of George Washington University, Dr. William John Cooper, Commissioner of Education in the Interior Department, and Dr. John H. MacCracken, Associate Director of the American Council on Education.¹

¹ New York *Times*, News article, "Foreign Students Barred from Jobs," Issue of September 27, 1932.

CHAPTER V

CONCLUSIONS AND GENERAL IMPLICATIONS

From the statistical description of problems of the 90 Chinese graduate students, it has been possible to determine four major divisions of experience which seem to include the most important of these adjustment problems. These problems have been organized under the major divisions; (1) those derived from personal habits and personal problems, (2) those arising in social relations, (3) those relating to academic work, and, (4) those involving national and international relations. All these problems are interrelated and interlocking and any fixed categories for the description of such human behavior run the risk of being too arbitrary. For purposes of interpretative discussion, these categories have made possible the determination of what appear to be the most significant adjustment difficulties.

In the total number of cases reported in the investigation, it is noted that the area of experience which shows the highest number of problems is that of the Sino-Japanese conflicts. It is true that these problems loom up largely for the 90 students included in this study, but it would not be valid to consider that this area of experience with its large number of problems has and will characterize other Chinese graduate students. The conflict at home is reflected in the experiences of the students studying abroad; and since the conflict will be resolved in some way, it is not to be thought of as one which will always be found playing such an important part in the totality of their adjustment problems.

The analysis of the different factors within this area of experience indicates that conflict at home has some influence in practically all phases of each one's life. Although

this situation is perhaps abnormal during the time of this investigation, yet it does suggest how overlapping, or how highly penetrating, elements of all areas of experience are in the human personality. The majority of the students appear to favor the following of an aggressive policy against Japan, yet there is very little they can do until after they have returned home. By not being able to return at once, anxieties are increased and other problems emerge from the lack of finances and from these worries because of home conditions. From time to time this aspect of the students' problems may increase or decrease in importance. The intensity of its significance is a variable connected with the crucial situations in the Far East. Hence, the conclusion here is that at the time the data were collected the problem was in the foreground; and since it involved an unusual emotional element, it complicated practically all other adjustment problems with which the students had to deal.

For practically all students, the financial aspect of education is of profound importance. This area presents the second highest number of adjustment situations. Of the various elements within this area, those of delay in receiving money and the limitations of funds were important. Since the students need and anticipate the arrival of certain sums, the delays which are out of the ordinary because of the communicating system create serious problems. The delay is not of a day or two, but may be often weeks in length; and, what assurance has the student that after the date on which the remittance is due that the money will be received at all? It is because of the distance from home, and the strangeness of locality that these delays stimulate anxieties or incite periods of worry. The Japanese occupation of Manchuria caused loss of financial aid for 3 students, but even then the number of difficulties reported seems to indicate that the students do not come with enough

money or that they do not operate with a sufficient reserve to carry them over periods of delayed receipts.

Among the cases involving problems relating to the students' financial conditions, the third largest group is that related to the finding of work. These, next importance to the type of problems just mentioned, seem to further complicate the financial problems which the students face. There are involved here the difficulties in securing work that is congenial or which will fit into the students' programs, and more particularly, those difficulties arising out of the restrictions of the immigration laws and the discrimination against the foreign students.

It is most noticeable that the problems within the area of religious experience bulk large in the total number of problems reported. Upon the surface this appears to be a curious situation, for the major portion of the students claim to be non-Christians. There are several suggestive explanations for this situation. The elements which contribute to this group of problems consist chiefly of factors relating to the comparative attraction of other social programs as opposed to the church programs; to the insufficiency of time; to a conflict between religious and scientific interests; to the personalities of the preachers; to the high degree of institutionalization of American Christianity; and, to the other phases of worship, attendance and attitudes. It appears that the Christian students have experiences which, for them at least, produce proportionately more problems than other areas that are common to all students, for their religion represents a very serious aspect of their lives as is indicated by their criticisms of American Christianity.

Another explanation lies in the fact that America is the home of the foreign missionaries to China. America has mediated Christianity to China, and from the experiences with it in America, many problems are likely to become

acute because of the outstanding contrasts between what the students have learned at home compared with what they observe here.¹ These religious problems may also intensify problems of other areas. This, mixed with a scientific atmosphere and an individualistic Western attitude, is likely to intensify and augment the problems for the Chinese Christian students.

From the problems recorded, it is to be observed that the Chinese students do seem to have difficulty with people outside of the University. However, the tendency to report unfavorable contacts and the fact that this investigation was pointed toward the discovery of difficulties may operate to obscure the fact that there do exist satisfactory contacts. Again, there is shown in the responses of the students a trend toward passive attitudes, the Chinese students assuming the defensive and waiting for the Americans to initiate the effort to establish satisfactory contacts.

However, the various experiences within this area indicate two chief sources of problems; those coming from racial prejudice and discrimination, and, the others from what the Chinese students think of as lack of understanding of both Chinese and China on the part of American citizens. Certain questions arise. From the standpoint of language, how would a better command of English aid to facilitate the lessening of race prejudice? Would better English usage by the Chinese expedite a better understanding of themselves and of China among Americans? To what extent has this lack of understanding crystallized into stereotypes? These are problems suggested by the data collected, but which cannot be answered here; they would require a study devoted specifically to them. Also to be recognized in this connection are the responsibilities of the Chinese students in furthering understanding of their culture and their country.

¹ W. R. Wheeler, *op. cit.*, p. 144.

Within the area of social and recreational contacts, there are many diverse elements contributing to the totality of problems. Although the most frequent item reported was embarrassment by movies derogatory to Chinese life, this cannot be thought of as generating distinct problems which intensify the difficulties in the solution of all the problems within this area. As pointed out previously, there are relatively few American movies dealing with Chinese life. Thus the problem is not, like the language problem, one which is continuously present. It is likely to be quite intermittent and of varying intensity. On the other hand, for some students, their sensitivity to racial differences is present at all times and is likely to be a distinct handicap in finding a satisfactory mode of social and recreational activity. Nine of the students reported an overload of academic work, and this in proportion to the total of 90 students is not a significant number. In the same way that Chinese students have a limited amount of money, they also have a limited amount of time for residential study in America. In much the same way that sufficient money should be planned upon, sufficient time should be allotted for the completion of normal courses of study in American colleges and universities. How is the individual to anticipate these conditions and to plan for a satisfactory solution? American colleges and universities should know the facts and make them available; and, Chinese educational leaders should be prepared to meet the situation accordingly.

The nature of the communication system, as well as the personal elements, enters most effectively into the area of home-sickness and loneliness. Since the students are in a foreign country, the only contact they maintain with their families is through the mails. When these are delayed, or letters are not written, the irregularity becomes significant through bringing on homesickness. How can a homesick student study? Again the interpenetration of elements of various areas is demonstrated by the role which race preju-

dice plays in causing homesickness. The problems in this area of experience seem to characterize a large number of students and are those over which very little control may be exercised at times. Yet, the speedier methods of communication may presently be made less expensive and the circle of the world shortened by various inventions. Such developments will be distinct aids, but will not wholly remove the strains due to cultural differences.

The problems of health do not appear to be alarming on the whole, yet the data indicate the setting of some very important problems which should be investigated further. What are the causes for the loss of weight among Chinese students? Is this loss due to the change in diet, to worries, to the strangeness of the situation, or is the record kept inadequately? Nine of the students report that they easily feel tired. Is the American graduate school more strenuous than other schools? Is this a reflection of the noticeable difference in tempo between Chinese and American ways of life? There are no significant conclusions to be drawn, but the data collected suggest that some of these phases could be investigated for interesting comparisons.

Within the area of academic problems; of the 90 students, 35 were majors in social science, 20 majors in engineering science, 17 majors in biological sciences, 16 majors in physical sciences, and only 2 were majors in the humanities. The factors involving these students' choice of American institutions are largely concerned with the expenses, the type of curricula as related to their vocational interests, the reputation and prestige of the faculty members, and, other Chinese students being in residence.

Sixty per cent of the 90 students are between 24 and 29 years of age, and a few are 20 to 21 or above 35. It is found that the age of students does not markedly affect their academic success or failure. The most important point seems to center around their lack of information about courses

and programs, and, the contrasts between different types of organization within the same or differing institutions. Where does the trouble lie—within the students or within the university? There is, of course, no clear evidence upon this point, but the difficulty may lie with the students; based upon strangeness and timidity, physical and mental handicaps, poor preparation of assignments, linguistic difficulties, and, finally, the length of residence which reveals the fact that students just beginning work in American institutions have more difficulties with studies. The colleges and universities also seem to be at fault in the lack of uniformity in the organization of curricula, and, in the lack of provision for an adequate program of counseling with students.

The problems relative to boarding and rooming conditions do not cover quite as large a number of cases as some of the other areas, but are to be recognized as involving some of the most acute difficulties faced by the students. The problem of expense enters here, for the foods they like and the rooms they can secure may not be within reasonable costs. As isolated factors, they are of little significance, but when considered with relation to the total situation, they contribute to the feeling of strangeness and at times to disorganization. The function of racial discrimination must also be recognized as a potent factor here.

The most serious part of the relations obtaining between the Chinese and American students is in the Americans' lack of concern and seriousness, as far as the Chinese are in contact with them. Is the Chinese student more serious than the American? There are some very subtle problems involved here, and other data would be needed to discuss them adequately from both sides. There is, for example, no way to determine whether the Chinese students are referring to American graduate or undergraduate students in so far as their responses in this investigation are con-

cerned. Then too, with a more limited length of time and because of being in a very strange situation, is not the Chinese student more likely to turn only to those things which he considers serious? Regardless of what other data might show, this seems to be the impression of the Chinese students in this group; and it therefore influences their thinking as well as the information which they take home with them.

Practically two-thirds of the 90 Chinese graduate students are 26 years of age or above. These are much more sure of their vocational choice than those who are younger. The vocational problems come to a crisis when the students who have been in America for four to six years feel detached from friends, institutions, and the changes that have taken place in China. Consequently, length of residence and accompanying loss of contacts operate as underlying factors to cause difficulties in this area.

Within the area of contacts with professors, the problems disclose the fact that the professors are not interested or are indifferent toward students' personal problems. The chief cause underlying the situation is due to the over-emphasis on research work at the universities. The lack of frequent contacts with professors is not true of only the Chinese graduate students, but also true of American students. In order to improve the conditions it is suggested in the study *Undergraduates* that:

If it is made a matter of stated policy that success in teaching should be itself a consideration in questions of advancement, etc., and if the administration does in fact accord increases in salary and rank, leaves of absence, occasional lightening of the teaching load, and appointment to positions of semi-administrative trust to men whose ability lies wholly or primarily in the teaching field, then subordination of teaching to research comes to an end.¹

The problems arising within the area of contacts with other Chinese students should be seen in the light of the

¹ Edwards, Artman, Fisher, *et al.*, *op. cit.*, p. 337.

great differences in heritage, customs and color. Hence, it is most natural for the Chinese students to unite closely and form their own national clubs and make intimate contacts with their own fellow-students in America. But also involved here is the fact that Chinese students are very studious and do not have sufficient time to associate with other students, Chinese or American. Sometimes, their free associations are further handicapped by their speaking differing dialects.

Within the area of problems related to the Immigration Act, the major difficulties encountered by the Chinese graduate students are largely concerned with the discrimination in the law which delays their landing, bars them from jobs, and measures them in terms of adequate financial provisions, rather than dealing with them as mature, educated individuals who are coming into the country to further pursue their scholarly interests.

With reference to the marriage problems of the Chinese graduate students, a few reported that they faced such difficulties. Such problems are the direct outgrowth of the penetration of western industrialization and ideology into China, which reflect such conflicts as the standards involved in choice of a wife or husband, the type of family organization desired, and the engagement. But, these problems cannot be isolated from the problems of finances, health, and anxieties; and should be seen in connection with them.

It has been pointed out that some of the problems encountered by the total group of 90 students would likely be found as common to all students. As with all foreign students, the Chinese are members of a minority group living in a majority environment, but which in their case is of a nature that accentuates their foreign origin. Within this majority environment, the problems of race prejudice and discrimination are the situations in which they find

most difficulties. The problem of language is also very significant in contributing to these difficulties. Within the cultural differences strained situations emerge because of differences in habits, interests, customs, and heritage. Economic anxiety increased these various tensions of mal-adjustment. These factors and many others are so interrelated in social situations that to isolate their causal relationships seems next to impossible.

The solution of the adjustment problems faced by the Chinese graduate students may be facilitated by adequate preparatory work in China before leaving for America, and, by the provision in America of efficient agencies which will assist the individual student to make adjustments to new situations which emerge from his student life. These two phases of the solution of problems must be worked out in coordination with each other, rather than independently.

What is adequate preparatory work in China? Without discussing this question in detail a few of the more important aspects may be mentioned as suggestions which are either explicit or implicit in the data collected. For purposes of discussion, these suggestions may be divided into two main groups; those dealing with academic phases of the student's life, and, those dealing with his life organization and orientation to the situations to be met in America.

The Chinese student comes to America for the major purpose of studying in an American graduate school. This period of study is focussed upon the securing of a leadership training which will be of value to both the student and to the national life when he returns to China. These studies and aims cannot be achieved with any degree of success unless the student is prepared adequately by having acquired a working knowledge of the English language. This acquisition can be secured in China; and no student should leave China for foreign study unless he

has the working knowledge needed for carrying on research work, seminar discussion, ordinary routine of lectures, and class work with facility.

This necessitates special effort to take work in writing, reading, and speaking English for a considerable length of time before actual departure. One aspect of the comprehension of subject matter is linguistic facility. The success of the students may be thought of as a function of their ability to use the foreign language in which they are studying.¹ Without ability to speak, to write, to think, to grasp English thought-forms, the progress of Chinese graduate students in America will be noticeably limited. They might also learn French and German during the school career in China if a course of study leading to the Ph. D. degree is contemplated. Such a plan would save time, reduce the expense, add to the background of the student, and increase the facility in research work.

In addition to difficult problems connected with academic work, the lack of ability in the use of English seems to have profound influence upon the life organization of the individual. These two major aspects of adjustment work reciprocally. Poor scholarship or lack of comprehension usually results in discouragement and disappointment. Students with poor language qualifications cannot realize the significance of research or seminars, and thus are unable to take full advantage of opportunities offered.

Poor speaking ability seems to sensitize these students to racial discrimination and the various facts which keep him continually aware of his presence in a strange environment. While resident in America, he should learn not only from the classroom, but also familiarize himself with various phases of American life—the organization and operation of industries, the working out of economic problems, procedures in modern municipal administration,

¹ J. P. Chu, *op. cit.*, p. 51.

the value of public hygiene, systems of philanthropy and public works, and the reconstruction of curricula at different levels of education, perhaps as well the functioning of churches. If the student does not incorporate this phase into his educational program, how valuable is his studying in America? Cannot these varieties of experiences contribute toward expanding ideals in personal and social life?

If the Chinese government and other institutions are to continue encouraging students to study in America, then provision must be made for the new students to have the most necessary of all equipment—a working knowledge of the English language and of American customs. An adequate knowledge of English and study in graduate schools imply some degree of maturity and experience for the student before leaving China. With most people who are in a position to advise students, it is usually thought best to recommend that undergraduate work be done in China. This longer period at home during the first part of post-adolescence permits the development of a higher degree of emotional stability, of moral judgment, of a keener insight into national problems, and of a critical comparative attitude toward Chinese and American cultures. It is probably even better if the students have experience in working after their graduation from college, for this enhances their maturity so that they are even in a better position to take advantage of the unusual opportunities offered through foreign studies. With this background, the American university advisers will be able to help the students go in the direction in which they wish to go. Does an immature student know where he wants to go, or in what general direction? Practical experience usually links the student with some institution. When he returns, he may either continue this connection, or his previous institutional experience will serve as a background or starting

point for some other work. Maturity and practical experience are advantageous to academic progress, and they also facilitate the processes of life organization in the solution of adjustment problems.

Other preparation which the student can make in China is that of arranging for economic security while studying in America. Although self-help is respectable in America, and in some instances appears to be a virtue, yet the ways of securing self-help are very difficult, especially for Chinese students, as well as being a direct handicap with respect to school progress. This handicap is perhaps more difficult for foreign students than American students, for they are eager to make the best of their limited time and in many cases remain here for only a limited length of time. In the United States the problem of self-help has been complicated by the Immigration Act. At first the non-quota students were not permitted to work to pay for their education. After vehement protests by American educators, this has been modified to include only those who had parents or relatives who were able financially to help them through school. Even though this law does now permit some students to work if necessary, yet the students should understand clearly before leaving China that self-help cannot be depended upon. Those who have scholarships and fellowships or grants should know the minimum expenses which they will incur, so that they can plan to have whatever help is required beyond the other provided funds, and a working allowance may be made so that delay in receipt of funds does not leave them destitute. The minimum requirement should be sufficient for the first year of residence in America. For example, at the University of Chicago, a minimum of \$1,000 per year is recommended; at the University of Michigan, a minimum of \$600 per year. As indicated by the data collected, financial problems seriously handicapped academic progress, as well as being the source of many anxieties and worries.

Before leaving China, the prospective student should have secured detailed and as complete information as possible, so that he may go direct to the school he wishes to enter. In order to secure this information, the Chinese student coming to the United States should be advised to:

(1) Confer with other Chinese students who have returned from the United States.

(2) Confer with Americans in China.

(3) Secure information from the university which he expects to attend and from International Houses—all this in advance of coming.

(4) Read whatever literature there is on the subject.

It may be suggested that by taking these precautions; having an adequate working knowledge of English; having waited until some experience has been had with work other than school work; making adequate provision for finances; and, by planning and knowing in advance the requirements and offerings of the University to be entered; the Chinese student will make more pleasant and more fruitful his period of study in America.

It is evident that regardless of how careful a Chinese student may be in making preparations before leaving China, there are many problems which cannot be anticipated. The solution of these problems will likewise be dependent upon the individual, and thus only general instructions or suggestions may be offered since each problematic situation will vary according to the individual. The student comes into a new situation which is composed of mostly elements foreign to him and he should, therefore, not only anticipate various kinds of shocks, but be prepared for them at least to the extent of knowing that they are a part of the situation in which he will live and study.

Efforts have been made to assist students in the solution of individual problems. Organizations may have been es-

tablished and some universities have provided foreign student advisers. Also, to help the students, there have been in some instances an expansion of health services, coordination of extra-curricular activities, establishment of residence centers which are comfortable and congenial, and, the recognition of the economic problems of the individual student. This is, of course, for all students. But in the case of foreign students, these problems and needs are of a peculiar sort and require the attention of people well fitted for this work. The dean of students in the University of Chicago says of this situation,

This emphasis upon the individual is particularly significant as it relates to the foreign student. He needs first of all special counsel in order to find his way through a maze of academic requirements in a system of education which is strange to him; an understanding adviser particularly devoted to the needs of foreign students appears to be the first requisite. The foreign student needs further the opportunity of living in conditions, typically American, in which he has ample opportunity to associate with representative students and citizens. In general, no adequate solution to this problem has yet been found.

It has been mentioned that the student should be prepared for some shocks which will come from experiences in the new situation when he comes to America. One of the most significant elements of the new situation is that of race prejudice. The student learns ultimately that the problem of race discrimination is not alone limited to Chinese; that it is an unsolved problem in America; that not all Americans are biased or prejudiced; and, that experiences of this nature do not serve the best interests of all parties concerned. What can be done about these situations?

The attitudes of the student should be prepared for these conditions. This preparation can be done in part at home and can be guided as the student develops in his judgments

after he arrives in America. Such preparation might consist of information as to the heterogeneous nature of the American population; as to where the most intense or embarrassing situations may be met; as to what forms they may take; and, as to the best ways of relieving the situation or avoiding unpleasant reactions. The student should be warned to maintain what is vaguely called an "open mind." Although all situations in which this prejudice may be experienced cannot be anticipated, yet through preparation and fore-warning connected with experience, he will make adjustments which will not handicap his academic work nor disturb the organization of his attitudes. It is through contact with the Americans that the Chinese students make friends either for or against China. This also works the other way. But, if the student is to carry home with him many benefits from his studies in America, then he must not be too susceptible to indiscriminate bias. The Chinese graduate students should feel the responsibility of representing China in America, and of interpreting Chinese ideals and attitudes to America; some of which training should be accomplished at home. However, if anything can be done at all, it will be done not by the students alone. Adjustments of an internal character should be made in educational institutions, as well as in religious associations, in meeting these conditions. The good will of both America and China is involved in the cultural contacts between representatives of the two civilizations. If the ground is sterile, the seed of good will does not grow. It is reasonable to suppose that the most favorable ground for mutual understanding is to be found in the academic representatives of both countries.

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APPENDIX

QUESTIONS ASKED OF DEANS, ADVISERS TO THE FOREIGN STUDENTS, OR UNIVERSITY Y. M. C. A. SECRETARIES

1. Please write a brief statement of your experience with the problems of adjustment of Chinese graduate students at the University.
2. In the light of the adjustment difficulties reported, what agencies are provided in the university in order to assist these students in meeting these conditions?
3. Do the responses of these students indicate that they are receiving help on their problems? If so, what types of problems are frequently met? If not, what would you suggest to improve the situation?
4. In the light of your experience, what would you recommend to the Chinese students who contemplate doing graduate work in American colleges and universities?

LIFE-HISTORY OF THE PERSON STUDIED

Name

Degree sought: M. A. Ph. D. Major

Length of time in U. S.

Sex Age Date of record

1. Family conditions:

1. Father living Mother living Number of children in family (living), Younger Older
2. Occupation of father Of mother
3. Is the attitude of the father favorable or unfavorable toward religion? Specify:
4. Is the attitude of the mother favorable or unfavorable toward religion? Specify:
5. What is the attitude toward religion of:
 - a) The brothers: b) The sisters:
6. What is the family income?
 - a) Economic difficulty
 - b) Fairly comfortable
 - c) Plenty

7. What is the education of:

- a) The father:
 Elementary school..... Secondary school.....
 College.....
- b) The mother:
 Elementary school..... Secondary school.....
 College.....
- c) The sisters:
 Elementary school..... Secondary school.....
 College.....
- d) The brothers:
 Elementary school..... Secondary school.....
 College.....

11. Personal interests:

- 1. What are your dominant interests? Give illustrations.
 - a) Intellectual: (such as science, philosophy, experiments).
 - b) Leisure time: (such as recreation, amusement, avocation, and cultural interests).
 - c) Manual skill: (such as using the typewriter, playing a musical instrument, and so on).
 - d) Social: (such as interest toward other people, attitudes toward law and law enforcement, and toward particular persons and groups, and so on).
 - e) Aesthetic: (such as appreciation of art, of dramatics, of music and of nature).
 - f) Moral and religious: (such as personal devotion, church attendance, social service activities, reading religious literature, and relation to national and international interests).
 - g) Vocational: (such as improving your vocation by continuation study and the choice of companions).
- 2. What major changes have there been in your interests?

III. Personal health:

1. Is your present state of health: good.....fair.....
poor.....?
2. What physical handicaps, problems, or worries
do you have?
3. Write a brief statement of your school experi-
ence, attendance, opportunities, success and dif-
ficulties.
 - a) In China:
 - b) In America:

IV. Appraisal:

1. What phases of the American system of educa-
tion have you found satisfactory?
2. What phases of the American system of educa-
tion have you found unsatisfactory?

